CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team
The CIWP team includes staff reflecting the diversity of student demographics and school programs.
The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.
The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.
The CIWP team includes parents, community members, and LSC members.
All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the CPS Spectrum of Inclusive Partnerships (from the CPS Equity Framework).

Name	Role	Email
Sylvia Hodge	Principal	syhodge@cps.edu
Quishun Elrod	AP	qelrod@cps.edu
Jennifer Feliu	Instructional Coach	jagryn@cps.edu
Ashley LoSurdo	Interventionist	alosurdo@cps.edu
Nakia McGhee	Teacher Leader	njohnson3@cps.edu
Lavita Buckner	Curriculum & Instruction Lead	ljbuckner@cps.edu
Thelia Ray	LSC Member	twillray@gmail.com
	Select Role	
	Select Role	
	Select Role	
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	7/31/23	7/31/23
Reflection: Curriculum & Instruction (Instructional Core)	8/2/23	8/2/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	8/2/23	9/1/23
Reflection: Connectedness & Wellbeing	8/2/23	9/1/23
Reflection: Postsecondary Success	9/12/23	9/15/23
Reflection: Partnerships & Engagement	8/29/23	9/13/23
Priorities	8/29/23	8/29/23
Root Cause	8/29/23	9/13/23
Theory of Acton	9/5/23	9/15/23
Implementation Plans	9/5/23	9/14/23
Goals	9/5/23	9/15/23
Fund Compliance	9/13/23	8/31/23
Parent & Family Plan	9/14/23	9/14/23
Approval	9/15/23	9/15/23

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	10/17/2023
Quarter 2	12/12/2023
Quarter 3	2/20/2024
Quarter 4	5/28/2024

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
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	95% of students did not meet expectatios on the IAR (ELA) in SY23 and 97% of students did not meet expectations on the IAR (Math). Student data from the Cultivating Survey identfied our Priority Learning Conditions as follows: Priority Conndition 1: Classroom Community Priority Condition 2: Supportive TeachingPriority Condition 3: Feedback for Growth. ✏️	IAR (Math)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric / Teacher Team Learning Cycle Protocols / Quality Indicators Of Specially Designed Instruction		IAR (English) / Rigor Walk Data (School Level Data) / PSAT (EBRW) / PSAT (Math) / STAR (Reading)
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?**	STAR (Math)
			The student Cultivating Survey identfied our Priority Learning Conditions as follows: Priority Conndition 1: Classroom Community Priority Condition 2: Supportive TeachingPriority Condition 3: Feedback for Growth. Students desire a sense of community, connectedness and belonging. Students also desire supportive environments around feedback and growth. The ILT felt we should make shifts in how ILT Learning walks are conducted in the classrooms and to include the Priority Learning Conditions as a quartely focus. ✏️	iReady (Reading) / iReady (Math)
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness / Distributed Leadership		Cultivate / Grades / ACCESS
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan / ES Assessment Plan Development Guide / HS Assessment Plan Development		TS Gold / Interim Assessment Data
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**	
			There are several improvement efforts in progress. The ILT Learning walks will continue to be an area of focus at Tilton. The learning walks will continue to identify and target areas of growth and need to ensure all teachers are implementing grade-level, standards-aligned instruction. ✏️	

What student-centered problems have surfaced during this reflection?

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

Students are not expereicning standards based instruction. Students express they are not receiving teacher feedback. Students expressed lacked supportive teaching. ✏️

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
No	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	**Current Data in Branching Minds BOY 2023 (9/14/23)** ✍️ Math- 235 students No Tier- 38 students(new, K or preK) Tier 1- 62 students Tier 2- 54 students Tier 3- 81 students **Reading- 236 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
No	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	No Tier- 38 students(new, K or preK) Tier 1- 57 students Tier 2- 46 students Tier 3- 95 students **After reviewing the metrics the MTSS team came to the conclusion that** 72.3% of students need Tier 2 and 3 Interventions in reading and 68.5% in math.	
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?** Teachers are overwhelmed by the high number of students that need tier 2 and tier 3 interventions. Teachers are struggling to balence providing all their 2 and 3 students with high quality interventions and progress monitoring, without losing valuable instructional time. ✍️	
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual	Teachers have not been logging interventions and some are confusing supports and differentiation with interventions. Teachers need training on Amaria and Freckle. Diverse learner parents are satisfied with the implementation of their child's IEP's. Several parents have asked how their child can receive additional support (interventions). Parents whose children have received interventions have given positive feedback and commented on how their child is more positive about coming to school.	
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS	The majority of students like being pulled out for small group interventions. K-5 students who did not receive interventions are asking why they were not included. Students asked for more hands-on activities and want to use manipulatives more in the classroom. **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?**	
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.		✍️ The MTSS team meetings have increased from monthly to biweekly. The MTSS team is creating an Intervention Cycle Calendar to keep teachers on track and accountable. The ILT and MTSS team are working to put strong systems and structures in place and provide clear expectations to the staff. The Interventionist will provide training during after-school flex days and grade-level meetings on Branching Minds, use skill based progress monitoring measures and writing smart goals.	

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 majority of tier 2 and 3 students are not receiving high quality interventions with fidelity. ✍️

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics

Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure	SY23 attendance started off strong (95.44% and slowly trended down as the year progressed. EOY attendance was 87.84%. Chronic Absenteeism: EOY Chronic absenteeism was 38% of students. SY 2022-2023 there were 19 Out of School Suspensions SY 2022-2023 there were 25 Group 4 Misconducts and 3 Group 5 Misconducts All students have access to Out of School Time (OST) in SY 2022-2023. Over 100 students participated in academic and/or enrichment after school and 20 students participated in OST over the summer.	% 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

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

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)

What is the feedback from your stakeholders?

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

An Attendance Improvement Team comprised of admin, counselor, case manager, classroom teacher, STLS Liaison, and security staff was formed. Incentives were identified to encourage students to attend school regularly. The committee followed up with students and families to identify root causes for absences (i.e. transportation, lack of uniforms/clean clothing, illness, weather conditions, etc.). We also examined whether there was a relationship between chronic absenteeism and other factors such as being a Student in a Temporary Living Situation (STLS) participant. Continued support to encourage students to attend school is needed particularly in the primary grades where students do not have the autonomy to get themselves to school.

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

Enrichment Program Participation: Enrollment & Attendance

Students who experienced Out of School suspensions and/or repeated behavioral disruptions were referred to various services available at Tilton such as individual and small group counseling, mentorship, Check-in/Check-Out (CICO), Build, and Alternatives. Providing additional support to keep students engaged and foster a sense of belonging in their school community. In addition, staff participated in professional development in Restorative practices as an alternative to traditional disciplinary measures.

Student Voice Infrastructure

Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment. — No

Over 100 Students participated in Out of School Time (OST) and other after school programming such as our partnership with Loyola University in the Community Schools Initiative (CSI) in the 2022-2023SY. In this capacity, students were engaged in both enrichment opportunities and remediation in reading and mathematics. In addition, we also had approximately 20 students engaged in OST over the summer. Continued access to resources for students and families beyond the school day are needed.

Reduction in number of students with dropout codes at EOY

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

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?

The majority of tier 2 and 3 students are not receiving high quality interventions with fidelity.

Efforts are being made to ensure that all tier 2 and tier 3 students are engaged in interventions to address their needs. Progress monitoring with fidelity to measure whether interventions being put in place are effective is needed. Data regarding attendance, behavior, intervention and/or program participation will be managed in Branching Minds so that we may be better able to track and progress monitor going forward. An ongoing barrier with our tier 2 and 3 students is family engagement. To address this particular barrier a family engagement committee was formed. Communication with families to informed them that their child is being referred to a tier 2 and 3 intervention will be shared.

Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	**References**	**What are the takeaways after the review of metrics?**	**Metrics**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	College and Career Competency Curriculum (C4)	Graduation Rate: In the 2022-2023 SY all 8th graders were promoted to the 9th Grade. We anticipate similar graduation rates for the 2023-2024 SY Program Inquiry: Middle School students are engaged in the Success Bound Curriculum which is facilitated, in part, with the school counselor to explore College and Career Competency Curriculum 3-8 On Track: According to the Dashboard data gathered on 09/13/2023, 53% of our students were On-Track 20% were Almost On-Track 8% were Near On-Track 4% were Far from On-Track 14% were Off Track Learn, Plan, Succeed: School Links is used to monitor and track completion of Success Bound Tasks % of KPIs, College Enrollment, 9th and 10th On Track: N/A	Graduation Rate

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).

Program Inquiry: Programs/participation/attainment rates of % of ECCC

3 - 8 On Track

Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th). — *Partially* — Individualized Learning Plans

Learn, Plan, Succeed

% of KPIs Completed (12th Grade)

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). — *Partially* — Work Based Learning Toolkit

College Enrollment and Persistence Rate

9th and 10th Grade On Track

What is the feedback from your stakeholders?

Cultivate (Relevence to the Future): Work Based Learning opportunities such as STEM Fest at Northern Illinois University were provided to selected students who were interested in learning about careers in the STEM field.

Cultivate (Relevance to the Future)

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*

Freshmen Connection Programs Offered (School Level Data)

Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th). — *N/A* — ECCE Certification List

There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th). — *N/A* — 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?

Teachers have been provided guidance on the importance of updating attendance data and inputting grades in a manner so that it accurately is reflected in our daily On Track data reporting.

Provide opportunities for Career Exploration (i.e., Career Fairs, Trades Fairs, etc.)

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). — *N/A* — Alumni Support Initiative One Pager

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.

A student-centered problem that was identified was a greater need for student voice. One way to address this problem is to provide a needs-assessments to students in grades 3-8 so that they will have a voice in identifying the resources and opportunities they believe they would benefit the most.

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Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
	Spectrum of Inclusive Partnerships	Cultivating Survey data identfied our Priority Learning Conditions as follows: Priority Conndition 1: Classroom Community Priority Condition 2: Supportive Teaching Priority Condition 3: Feedback for Growth	Cultivate

There is a reciprocal, trusting relationship with...

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.		Priority Condition 3: Feedback for Growth LSC is established, however, there is minimal parent participation at LSC meetings. Parents are provided flyers and emails with notification of ODLSS meetings and events. No parents are currently on the ODLSS Family Advisory Board. SY22-23 provided families an opportunity to complete surveys to share feedback.	5 Essentials Parent Participation Rate 5E: Involved Families
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		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)
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		Formal and informal family and community feedback received locally. (School Level Data)

What is the feedback from your stakeholders?

Teachers are challenged with implementing Tier 1 standards-based instruction.

Parents are in need of personalized SEL Supports.

Students identified 3 Priority Conditions as areas of focus on the Cultivating Survey Data:
1: Classroom Community
Priority Condition 2: Supportive Teaching
Priority Condition 3: Feedback for Growth

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.

Cultivating Survey Data showed that students desired a need in the following Priority Learning Conditions:
Priority Condition 1: Classroom Community
Priority Condition 2: Supportive Teaching
Priority Condition 3: Feedback for Growth

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?

ILT Team are conducting Rigor Walks with a focus on one Priority Condition per quarter and Tier 1 standards-based instruction.
Tilton is currently in progess with increasing partnerships for students, staff, and parents. Impact will be increased mental health support and resources. Obstacles/barriers may include ensuring students, staff, and parents are receptive to supports and consistently utilizing partnerships.

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

| Yes | All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive. |

| Partially | Students experience grade-level, standards-aligned instruction. |

| Partially | Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn. |

| Partially | The ILT leads instructional improvement through distributed leadership. |

| Yes | School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals. |

| Partially | Evidence-based assessment for learning practices are enacted daily in every classroom. |

What are the takeaways after the review of metrics?

95% of students did not meet expectatios on the IAR (ELA) in SY23 and 97% of students did not meet expectations on the IAR (Math). Student data from the Cultivating Survey identfied our Priority Learning Conditions as follows: Priority Conndition 1: Classroom Community Priority Condition 2: Supportive TeachingPriority Condition 3: Feedback for Growth.

What is the feedback from your stakeholders?

The student Cultivating Survey identfied our Priority Learning Conditions as follows: Priority Conndition 1: Classroom Community Priority Condition 2: Supportive TeachingPriority Condition 3: Feedback for Growth. Students desire a sense of community, connectedness and belonging. Students also desire supportive environments around feedback and growth.
The ILT felt we should make shifts in how ILT Learning walks are conducted in the classrooms and to include the Priority Learning Conditions as a quartelly focus.

What student-centered problems have surfaced during this reflection?

Students are not expereicning standards based instruction. Students express they are not receiving teacher feedback. Students expressed lacked supportive teaching.

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?

There are several improvement efforts in progress. The ILT Learning walks will continue to be an area of focus at Tilton. The learning walks will continue to identify and target areas of growth and need to ensure all teachers are implementing grade-level, standards-aligned instruction.

Determine Priorities

Resources: 🚀

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

Students...

Are not experiencing nor able to access standards based instruction. ✏️

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

Resources: 🚀

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

As adults in the building, we...

We do not provide scafoolding and just-in time supports that give students the opportunites to engage in standards based instruction. ✏️

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.

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

Curriculum & Instruction

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....

Provide teachers with PD around differentiated instruction, foundational skills, and scafolding.

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.

then we see....

Will see students enaged in standards based instrction.

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...

Increased student outcomes according to Star 360, IAR and I-Ready

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    Implementation Plan

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

Admin, ILT and Instructional Coach

Dates for Progress Monitoring Check Ins

Q1	10/17/2023	Q3	2/20/2024
Q2	12/12/2023	Q4	5/28/2024

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1: 100% of teachers implementing all core curriculums	Instructional Coach (ELA) and ILT Lead (Math)	October 2, 2023	In Progress
Action Step 1: Teachers are attending ongoing and continuous PD	ILT Grade Level Leads, admin	CPS professional learning deadlines; Principal directed School Improvement/PD days	In Progress
Action Step 2: Teachers lesson plans are reviewed and monitored; teachers are provided feedback	Instructional Coach	Ongoing	In Progress
Action Step 3: ILT Members will conduct Instructional Walks	ILT and admin	Ongoing	In Progress
Action Step 4: ILT Members will meet bi-weekly to discuss data trends, (iREady, Amplify, STAR 360) create action items/next steps and progress monitor action items and adjust accordingly	ILT and admin	Ongoing	In Progress
Action Step 5:			Select Status
Implementation Milestone 2: 100 % of teachers lesson plans will identify lesson objectives and student aligned tasks	ILT Team	Ongoing	In Progress
Action Step 1: ILT Members will conduct Instructional Walks	ILT and admin	Ongoing	In Progress

Action Step 2	Reviewing student work samples	ILT/GLT Leads	Ongoing	In Progress
Action Step 3	Reviewing teacher lesson plans	AP and Instructional Coach	Ongoing	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	100% of all teachers will imlement foundational skills	Instructional Coach (ELA)	Ongoing	In Progress
Action Step 1	Researched based foundationall skills supplimental curriculum	Instructional Coach (ELA)	Ongoing	In Progress
Action Step 2	Training on stuctured literacy and foundational skills	Instructional Coach (ELA)	Ongoing	In Progress
Action Step 3	Core Phonics Screener	Instructional Coach (ELA)	Ongoing	In Progress
Action Step 4	Learning Cycles 1-4 (All teachers)	Instructional Coach (ELA)	Ongoing	Not Started
Action Step 5	Learning Cycles 5-8 (All teachers)	Instructional Coach (ELA)	Ongoing	Not Started
Implementation Milestone 4	100% of all teachers will engage in tasks that facilitate critical thinking, increases science literacy, and enables the next generation of innovators.			Select Status
Action Step 1	Monthly STEM challenges: Opportunities for hands-on learning	All teachers	Ongoing	In Progress
Action Step 2	Facilitation of higher order thinking: NY Times "What's going on in this picture?" Students are presented with an image without a caption and asked to examine: What is going on in this picture? What do you see that makes you say that? What more can you find?	All teachers	Ongoing	In Progress
Action Step 3	Opportunities to learn more about STEM career fields	STEM Coach	Ongoing	In Progress
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	50% of teachers will be able provide the front-loading and just-in time supports so that students be able to access grade-level standards.	✏️
SY26 Anticipated Milestones	100% of teachers will be able to provide the front-loading and just-in time supports so that students are able to access grade-level standards.	✏️

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 ✏️	SY24	SY25	SY26
An icrease of 15% of students meeting or exceeding on IAR	Yes	IAR (English)	Overall	5	20	35	50
			Select Group or Overall				

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

Curriculum & Instruction

| | | | Overall | | 3 | 18 | 33 | 47 |
| An increase of 15% of students meeting or exceeding on IAR | Yes | IAR (Math) | *Select Group or Overall* | | | | | |

Practice Goals

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

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

	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	50% ofteachers are implementing high quality core curriculum; this will be evdient through ILT Rigor Walks using the Rigor Tool.	75% ofteachers are implementing high quality core curriculum; this will be evdient through ILT Rigor Walks using the Rigor Tool.	100% of teachers are implementing high quality core curriculum; this will be evdient through ILT Rigor Walks using the Rigor Tool.
C&I:2 Students experience grade-level, standards-aligned instruction.	50% of teachers will implement with fidelity, researched based foundationall skills supplimental curriculum	100% of teachers will implement with fidelity, researched based foundationall skills supplimental curriculum	100% of teachers will be able to provide the front-loading and just-in time supports so that students are able to access grade-level standards.
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.	75% of teachers will manage, create and administer day to day practice data such as exit tickets, quick checks for understanding during instruction in addition to formative assessment and summative assessments, etc. to assess student progress. Teachers will triangulate multiple data sources to assess student progress. In addition to traditional formative assessments, projects and other performance based tasks will be used to evaluate mastery.	100% of teachers will manage, create and administer day to day practice data such as exit tickets, quick checks for understanding during instruction in addition to formative assessment and summative assessments, etc. to assess student progress. 100 % of teachers will triangulate multiple data sources to assess student progress. In addition to traditional formative assessments, projects and other performance based tasks will be used to evaluate mastery.	100% of teachers will receive training on the implementation of balanced assessments. GLT meetings will review student assessments quarterly, ILT will create a balanced assessment rubric, ILT will provide quarterly feedback and areas of improvement to GLT teams and teachers.

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
An icrease of 15% of students meeting or exceeding on IAR	IAR (English)	Overall	5%	20%	*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Select Group or Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*
An increase of 15% of students meeting or exceeding on IAR	IAR (Math)	Overall	3%	18%	*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Select Group or Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*

Practice Goals

		Progress Monitoring			
Identified Practices	**SY24**	**Quarter 1**	**Quarter 2**	**Quarter 3**	**Quarter 4**

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

Curriculum & Instruction

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.	50% ofteachers are implementing high quality core curriculum; this will be evdient through ILT Rigor Walks using the Rigor Tool.	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	50% of teachers will implement with fidelity, researched based foundationall skills supplimental curriculum	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.	75% of teachers will manage, create and administer day to day practice data such as exit tickets, quick checks for understanding during instruction in addition to formative assessment and summative assessments, etc. to assess student progress.	Select Status	Select Status	Select Status	Select Status

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

No	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.
No	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.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Current Data in Branching Minds BOY 2023 (9/14/23)

Math- 235 students

No Tier- 38 students(new, K or preK)
Tier 1- 62 students
Tier 2- 54 students
Tier 3- 81 students
Reading- 236 Students

No Tier- 38 students(new, K or preK)
Tier 1- 57 students
Tier 2- 46 students
Tier 3- 95 students

After reviewing the metrics the MTSS team came to the conclusion that 72.3% of students need Tier 2 and 3 Interventions in reading and 68.5% in math.

What is the feedback from your stakeholders?

Teachers are overwhelmed by the high number of students that need tier 2 and tier 3 interventions. Teachers are struggling to balance providing all their 2 and 3 students with high quality interventions and progress monitoring, without losing valuable instructional time.

Teachers have not been logging interventions and some are confusing supports and differentiation with interventions.

Teachers need training on Amaria and Freckle.

Diverse learner parents are satisfied with the implementation of their child's IEP's.

Several parents have asked how their child can receive additional support (interventions). Parents whose children have received interventions have given positive feedback and commented on how their child is more positive about coming to school.

What student-centered problems have surfaced during this reflection?

The majority of tier 2 and 3 students are not receiving high quality interventions with fidelity.

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?

The MTSS team meetings have increased from monthly to biweekly.

The MTSS team is creating an Intervention Cycle Calendar to keep teachers on track and accountable.

The ILT and MTSS team are working to put strong systems and structures in place and provide clear expectations to the staff.

The Interventionist will provide training during after-school flex days and grade-level meetings on Branching Minds, use skill based progress monitoring measures and writing smart goals.

Determine Priorities

Return to Top

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

Students...

The majority of tier 2 and 3 students are not receiving high quality interventions with fidelity.

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...

are not meeting our students needs by providing them with quality tier 2 and 3 interventions and supports

Resources: 🚀

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

Inclusive & Supportive Learning Environment

and supports.

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....

deliver high quality tier 1 instruction, create high quality well-documented student support and intervention plans and progress monitor supports and interpret data to adjust instruction (per MTSS Continuum

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.

then we see....

students engaged in core curriculum and interventions, teachers differentiating instruction, implementing supports, and adjusting their instruction based off data

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 higher number of students making positive tier movements in Branching Minds and making consistent growth in reaching their EOY targets.

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 ✍️

Interventionist/MTSS Team

Dates for Progress Monitoring Check Ins

| Q1 | 10/17/2023 | Q3 | 2/20/2024 |
| Q2 | 12/12/2023 | Q4 | 5/28/2024 |

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 MTSS/ Interventionalist team meets Foundational components for High Quality, well documented student support and support plans. Domains on the MTSS Continuum	MTSS Team	6/7/24	In Progress
Action Step 1 MTSS team creates Intervention Cycle Calender	Lead Coach	October 3. 2023	In Progress
Action Step 2 MTSS team members take turns hosting bi-weekly office hours to support staff	Interventionist	ongoing	In Progress
Action Step 3 Teachers, tutors and school personal are provided with training on documenting CPS approved interventions in Branching MInds	MTSS Team	ongoing	In Progress
Action Step 4 Interventionalist provides training on Amira	Interventionist	ongoing	In Progress
Action Step 5 Math Lead provides training on Freckle		ongoing	In Progress
Implementation Milestone 2 MTSS/ Interventionalist team meets Foundational components for Supplimental Intervention and Progress Monitoring Domains on the MTSS Continuum	Interventionalist	6/7/24	In Progress

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Action Step 1	MTSS team reviews data and assigns available staff to support teachers to assist with progress monitoring	MTSS Team/ ILT	10/6/23	In Progress
Action Step 2	Interventionalist provides resources of CPS approved progress monitoring tools for each grade band for reading and math	Interventionalist	10/3/23	In Progress
Action Step 3	MTSS team creates a Progress Monitoring Calender	MTSS Team/ILT	10/3/23	In Progress
Action Step 4	MTSS team members are assigned grade bands to check fidelity of progress monitoring/ intervention plans	MTSS Team	10/17/23	Not Started
Action Step 5				

Implementation Milestone 3				
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	We will be DEVELOPED in the domain: components of high quality, well-documented student support and Supplemental Intervention and progress monitoring components 100% of interventions are within the CPS curated list 75% of interventions are documented and monitored within the Branching Minds Platform 60% of student support plans and supports are implemented with fidelity
SY26 Anticipated Milestones	We will be Fully Operational in components of high quality, well-documented student support and Supplemental Intervention and progress monitoring components 100% of interventions are within the CPS curated list 100% of interventions are documented and monitored within the Branching Minds Platform 90% of student support plans and supports are implemented with fidelity

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Goal Setting

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

Resources:

IL-EMPOWER Goal Requirements

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

Performance Goals

Numerical Targets [Optional]

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	SY24	SY25	SY26
The percent of students in tier 1 will increase by 5% each year because of the work of the MTSS team.	Yes	MTSS Academic Tier Movement	Overall	24.5	29.5	34.5	39.5
			Select Group or Overall				

Inclusive & Supportive Learning Environment

An increase of 15% of students meeting their tier 2 and tier 3 intervention target will increase	Yes	*MTSS Academic Tier Movement*	African American Male	25%	30%	35%	40%
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍️	Specify your practice goal and identify how you will measure progress towards this goal. ✍️		
	SY24	SY25	SY26
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	The MTSS Leadership Team rates as Foundational or higher in the "High quality well-documented student support and support plans" as measured by the MTSS Continuum.	The MTSS Leadership Team rates as "Developed" or higher in the "High quality well-documented student support and support plans" as measured by the MTSS Continuum.	The MTSS Leadership Team rates as "Operational" in "High quality well-documented student support and support plans" as measured by the MTSS Continuum.
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.	The MTSS Leadership Team rates as Foundational or higher in the "Supplemental Intervention and progress monitoring components as measured by the MTSS Continuum.	The MTSS Leadership Team rates as "Developed" or higher in the "Supplemental Intervention and progress monitoring components as measured by the MTSS Continuum.	The MTSS Leadership Team rates as "Operational" in the "Supplemental Intervention and progress monitoring components as measured by the MTSS Continuum.
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.	The MTSS Team and Lead Coach will make sure at least 50% of teachers in grades K-2 have access and high quality training on foundational skills.	The MTSS Team and Lead Coach will make sure 100% of teachers in grades K-2 and 50% of 3rd-5th grade teachers have access and high quality training on foundational skills.	The MTSS and Lead Coach will make sure that 100% of teachers in grades K-5 have access and high quality training on foundational skills.

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
The percent of students in tier 1 will increase by 5% each year because of the work of the MTSS team.	MTSS Academic Tier Movement	Overall	24.5	29.5	*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Select Group or Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*
An increase of 15% of students meeting their tier 2 and tier 3 intervention target will increase	MTSS Academic Tier Movement	African American Male	25%	30%	*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Select Group or Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*

Practice Goals / Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	The MTSS Leadership Team rates as Foundational or higher in the "High quality well-documented student support and support plans" as measured by the MTSS Continuum.	*Select Status*	*Select Status*	*Select Status*	*Select Status*
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	The MTSS Leadership Team rates as Foundational or higher in the "Supplemental Intervention and progress monitoring components as measured by the MTSS Continuum.	*Select Status*	*Select Status*	*Select Status*	*Select Status*

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

Inclusive & Supportive Learning Environment

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.

The MTSS Team and Lead Coach will make sure at least 50% of teachers in grades K-2 have access and high quality training on foundational skills.

Select Status   *Select Status*   *Select Status*   *Select Status*

C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.

The MTSS Team and Lead Coach will make sure at least 50% of teachers in grades K-2 have access and high quality training on foundational skills.

Select Status   *Select Status*   *Select Status*   *Select Status*

	Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)
If Checked: Complete IL-Empower Section below	☑ This CIWP serves as your School Improvement Plan, which is required for schools in school improvement status (comprehensive or targeted) as identified by the Illinois State Board of Education (ISBE). The following section, "IL-Empower," addresses grant requirements, assurances, and alignment across your CIWP, grant budget, and state designation.
If Checked: No action needed	☐ **Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower). (Continue to Parent & Family Plan)**

IL-Empower

IL-EMPOWER GRANT ASSURANCES

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

☑ The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).

☑ The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.

☑ Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:
a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
b) Contracting for professional services from State-Approved Learning Partners
c) Conducting school-level needs assessments
d) Analyzing data
e) Identifying resource inequities
f) Researching and implementing evidence-based interventions
g) Purchasing standards-aligned curriculum and materials
h) Purchasing and administering local assessments for progress monitoring

☑ Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.

☑ Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.

☑ School Improvement Reports (SIR) are due on a triannual basis.

☑ Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.

☑ As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.

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

IL-EMPOWER SMART GOALS

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

IL-Empower Goals Must have a Numerical Target	Select a Goal Below	Student Groups	Baseline	SY24	SY25	SY26
Required Math Goal	IAR (Math): An increase of 15% of students meeting or exceeding on IAR	**Overall**	3	18	33	47
		Select Group or Overall				
Required Reading Goal	IAR (English): An icrease of 15% of students meeting or exceeding on IAR	**Overall**	5	20	35	50
		Select Group or Overall				
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.

The academic priortiy area Tilton parent's engagement and skill alignment will address CIWP Priority 1 Curriculum/Instruction. If we provide parents with Literacy and Math workshops they will gain strategies to assist their scholars thus their scholar will gain a deeper understanding of reading and math skills which will increase achievement in reading and math. Tilton parent's engagement and skill alignment will address CIWP Priority 2 MTSS. Parents will engage in social emotional learning workshops to increase their knowledge of social emotional learning. If Parents participate in SEL workshops they will gain strategies to assist their scholar in improving their social emotional learning.

In order to maintain compliance with the use of Title I Parent & Family Engagement funds, please review and check each box below to indicate that your school understands and complies with the requirements following. We will...

☑ Spend Parent & Family Engagement Funds in a timely manner (Average 10%/month)

☑ Collaborate with parents, prioritizing PAC officers, to decide on Title I expenditures

☑ Assure that funds impact the majority of parents or focus on parents with students most at academic risk

☑ Provide up to date monthly fund reports to PAC officers

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

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