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 ✍
Melaan Peterson	Principal	msjohnson3@cps.edu
Maynard Collins	AP	mcollins3@cps.edu
Nicole Spearman	Curriculum & Instruction Lead	nmspearman@cps.edu
Daisy Stewart	Curriculum & Instruction Lead	dsrhodes@cps.edu
Mary Geist	Teacher Leader	mcmichalski@cps.edu
Ino Milton	Inclusive & Supportive Learning Lead	imilton1@cps.edu
Margaret Demauro	Teacher Leader	mdemauro@cps.edu
Kimnise Smith	Connectedness & Wellbeing Lead	KDSmith1@cps.edu
Veronica Shackelford	Partnerships & Engagement Lead	vlshackelfor@cps.edu
Lemonica Boynes	Teacher Leader	laboynes@cps.edu
Mary Parnell	SECA Leader	maparnell@cps.edu
Kayla Sterr	Teacher Leader	ksterr@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	6/1/23	6/1/23
Reflection: Curriculum & Instruction (Instructional Core)	7/13/23	7/13/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/25/23	7/25/23
Reflection: Connectedness & Wellbeing	7/25/23	7/25/23
Reflection: Postsecondary Success	7/26/23	8/30/23
Reflection: Partnerships & Engagement	7/26/23	8/30/23
Priorities	7/27/23	8/1/23
Root Cause	7/27/23	8/1/23
Theory of Acton	8/1/23	8/4/23
Implementation Plans	8/1/23	8/4/23
Goals	8/2/23	8/30/23
Fund Compliance	8/2/23	9/3/23
Parent & Family Plan	8/3/23	9/3/23
Approval	9/7/23	9/13/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates ✍	
Quarter 1	10/18/23
Quarter 2	12/19/23
Quarter 3	03/20/24
Quarter 4	05/29/24

Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.

Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.

Stakeholders are consulted for the Reflection of Foundations.

Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources 🚀

Reflection on Foundations Protocol

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	We are using the Skyline Curricula, but we are still working on implementation. 🖌️	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?** Teachers are still becoming familier with the curriculum. Monitoring of teacher practice and coaching is currently taking place consistently. There is a need for more student engagement in the lesson themselves. Need to assess daily for every lesson. 🖌️	STAR (Math) / iReady (Reading) / iReady (Math)
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness / Distributed Leadership		Cultivate / Grades / ACCESS
No	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
No	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?** Improvement efforts include interventionist and coaches assisting and helping teachers implement standard based learning. Currently have two voluntary days after work where teachers can come and learn more about how to implement the curriculum from your lead coaches. The impact of interventionist and coaches is students can get more personalized attention. The main obstacle would be teacher buy and willingness to recieve help from coaches and interventionist. With all parties working together, all studnets benefit. 🖌️	

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.

Lack of academic engagement (students did not know how to engage - procedures in place is questionable) 🖌️
No student to student discourse and questioning and the level of questioning.
Productive struggle and students should be allowed to explore the topic before the lesson.
Students should know end of the lesson outcomes.
Students being accountable for thier own learning (agency) and goal setting. Students should know areas of growth and strength.
Student not recieving feedback and not knowing how they performed. Lack of reflection opportunities.
Students need opportunities to reflect and redo assignments in a timely manner.

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
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	Overall, there has to be a shift in the supportive learning environment. The school needs more structures in place for progress monitoring and academic interventions. 🖌️	Unit/Lesson Inventory for Language Objectives (School Level Data) / MTSS Continuum / Roots Survey

		References		Metrics
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		ACCESS
No	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?** Services were not provided consistently. Need monitoring of scheduling for special education services. Need to implement branching minds. Use of MTSS. 🖊	MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS) Quality Indicators of Specially Designed Curriculum
No	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual		EL Program Review Tool
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	**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?** Having interventionist and coaches in place to assist with acadmic monitoring will help with efforts to shift the culture of the school as it pertains to student progress. The impact will be more personalized attention to students and better teaching practices for teachers. Teacher buy-in is the main obstacle for success. 🖊	
No	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.

High quality IEP are not written and implemented with fidelity. Students are not recieving small group instructions. No differentiation. 🖊

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	As a school we need to develop a re-entry plan for students who have chronic absences. Behavior health team and Climate and Culture Team are in place and would need to be consistent with meetings and updates on objectives and goals. In regards to materials, everything needed to be sucessful is in place. 🖊	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC)
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		**What is the feedback from your stakeholders?** We have programs that are partnering with the school and also many activities. We would need to monitor each program and see how the impact of the each program affects student achievement. 🖊 Boys and Girls Club By the Hand Depaul City Mentors OST Girl Scouts	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

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

Reduction in number of students with dropout codes at EOY |

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

| Lack of enrichment programs for all students.
Lack of re-entry plans for chronic absences.
More resources for tier 1 SEL. | ✏️ |

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?

Currently we have our counselors looking for additional programs and partnerships to further enhance the overall student experience at our school. We are developing a way to monitor the progress of students in each program to see how programs affect student growth. An obstacle would be being consistent with the monitoring of programs. ✏️

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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**
Yes — 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)	Currently students in 6th -8th grade are using Success Bound curriculum to introduce them to goal setting, high school goals and prepareing them for high school . Previous years students used Naviance to prepare them for both college and career pathways. Students would take various assessments and complete task regarding their career paths using Naviance. Currently students will be starting Schoolinks in the place of Naviance to help students familarize themselves with the different career and college paths. Students school wide take part in the college and career research and presentations. Students are asked to research various colleges and present to school in "College Entrance" presentation. This is when students take their research and decorate their classroom doors with the information. Classes are able to walk around and look at the differnt doors while listening to the student representative(s) for that door to present. Students also take part in college tours. Each year the middle school students take a tour of a different college, university or city college. Students are also introduced to "Greek Life" Members from the Divine Nine come and speak to students about their college experience and joining their organization. This helps introduce students to campus life outside of academics. Students in middle school are also required to select one career and research and present the career to their class for a research grade. Students also take part in the career informational. Professionals from various careers come and speake to students about their careers. Careers are selected basesd on the students interestests. Careers selected in the past have been: barbers/cosometologist, tattoo artist, youtubers, bankers, scientist, various enterperuners, authors, doctors, lawyers and judges, etc. Students are able to ask questions about the careers and interact with the participant. Teachers and counselor work together with the differnt activies. ✏️	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
Yes — 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		
Yes — 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?** Teachers: Teachers participate and planning with the counselor helps build relationships with the students because the begin to understand more about the student's interest in various careers and other post secondary planning. Some of the events took up too much time instructionally for that particular day, mainly career days. Students: Students like people coming to speak to them about their careers, or even their college experience. They felf board with some of the presentations, they did not like the lecture style presentation. Community: Participants were happy to come in and speak with the students and like the way the process moved around. They also liked the time frame that was given and being able to take breaks in between speaking. ✏️	9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
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?** Currently Wentworth is using the Success Bound and School Links curriculum to introduce students to various post-secondary paths (career, college, military); as well as to acclaimate them to high school expectations and goals. We would like for students to do more job shadowing, as well as more college tours, and explore military options. A goal is to ✏️	
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	Alumni Support Initiative One Pager		

more college tours, and explore military options. A goal is to introduce this early so student can start forming their post-secondary plan.

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.

As a STEM school, look more at STEM careers.
End of the year graduation presentation for 8th graders.
Possibly job shawdowing.

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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
No	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	There is a lot of room for growth with communicating with parents and community partners. There also needs to be more in place for student voice.	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) |
| No | Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. | Reimagining With Community Toolkit | | |
| No | 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 involved believes there needs to be more in place with student voice. This was a major concern. Students need to have a safe place to express themselves in and outside of the classroom. The school has to be better with commuicating with parents about issues concerning the school.

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.

Student voice - student council for middle school and for primary, focus on methods to have student voice.

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?

Currently there are many efforts in progress to improve communication between the school and other stakeholders. There will be a monthly principal-parent townhall meeting. A monthly newsletter sent home to provide an overview of events and activities will be sent home. The school is currently using PBIS to monitor and communicate student behavior. Principal also use the "Remind" app. Teachers also have the "Remind" as two-way communication with parents.
More communication would increase student achievement by having all stakeholders involved in the child's education. The only barrier would be the consistency of the communication.

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

Curriculum & Instruction

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

What are the takeaways after the review of metrics?

We are using the Skyline Curricula, but we are still working on implementation.

What is the feedback from your stakeholders?

Teachers are still becoming familier with the curriculum. Monitoring of teacher practice and coaching is currently taking place consistently. There is a need for more student engagement in the lesson themselves. Need to assess daily for every lesson.

What student-centered problems have surfaced during this reflection?

Lack of academic engagement (students did not know how to engage - procedures in place is questionable)
No student to student discourse and questioning and the level of questioning.
Productive struggle and students should be allowed to explore the topic before the lesson. Students should know end of the lesson outcomes.
Students being accountable for thier own learning (agency) and goal setting.
Students should know areas of growth and strength.
Student not recieving feedback and not knowing how they performed. Lack of reflection opportunities.
Students need opportunities to reflect and redo assignments in a timely manner.

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?

Improvement efforts include interventionist and coaches assisting and helping teachers implement standard based learning. Currently have two voluntary days after work where teachers can come and learn more about how to implement the curriculum from your lead coaches. The impact of interventionist and coaches is students can get more personalized attention. The main obstacle would be teacher buy and willingness to recieve help from coaches and interventionist. With all parties working together, all studnets benefit.

Determine Priorities

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Resources: 🚀

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

Students...

Lack of academic engagement (students did not know how to engage - procedures in place are questionable)
No student to student discourse and questioning and the level of questioning.
Productive struggle and students should be allowed to explore the topic before the lesson. Students should know end of the lesson outcomes.
Students should be accountable for thier own learning (agency) and goal setting. Students should know areas of growth and strength.
Student not recieving feedback and not knowing how they performed. Lack of reflection opportunities.
Students need opportunities to reflect and redo assignments in a timely manner.

[Determine Priorities Protocol]

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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Resources: 🚀

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

As adults in the building, we...

Are not Prepared because:
Curriculum We are not as knowledgeable and intentional about curriculum
Teachers don't know the curriculum
Content/delivery is not interesting - lecture style instead of focusing on student voice and participation
Lack of planning
Lack of relationships built/understanding where the relationship is
Lack of will/motivation
Issues going on at home
Lack of external motivation
Lack of foundational skills or knowledge/self-efficacy
Lack of role models
Lack of student accountability
Lack of equity of voice
Lack of cooperative learning strategies
Lack of student ownership
Lack of classroom management

[5 Why's Root Cause Protocol]

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

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

Return to Top   **Theory of Action**

What is your Theory of Action?

If we....

provide Professional Development around curricula, learning strategies, and classroom environment, along with coaching to support data-informed collaborative planning...

provide:
1. Professional Development that builds teacher efficacy in the effective implementation of all required curriculum, cooperative learning strategies, and in building an environment of respect and rapport.
2. Data-informed collaborative planning with consistent coaching cycles and feedback sessions.

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

then we see....

Teachers:
-As facilitators and utilizing effective questioning and discussion strategies through cooperative learning, student voice and choice.
-Communicating the standards thoughtfully so as to fully engage students in instruction (3a)
-Using formative assessments to drive instruction and student reflection daily.
-Data driven small group instruction
-Effectively ran classrooms with minimal loss of instructional time
-Planning time for focused feedback and provide it in a timely manner so students have the opportunity to engage in improvement while it is immediately relevant.
-Incorporate words like "yet" and "so far" into your feedback so students are reminded that your feedback is formative and not a statement about their potential to learn.
-Value process or product. Give students time to process feedback and to correct their mistakes for credit.
-Explain to students that you give critical feedback because you care about and believe in their growth as learners and so they grow as thinkers; don't leave the reason for your criticism to the student's imagination.
----Well planned, highly interactive, data driven, performance based and engaging classrooms where teacher gives purposeful and intentional feedback to empower student agency.

Students:
-Making decisions and becoming advocates in their learning experience
-Engaged through reflective writing practices
-Goal Setters and planners who are aware of thier academic and social emotional status.
- independent learners and Critical thinkers
-Give each other feedback in order for them to grow and deepen their practice to give and receive feedback
-Articulate, considerate, and confident young scholars

share feedback and opinions about their learning, classroom routines, etc.
make choices, based on multiple options, for how they want to learn
lead lessons, learning activities, small groups and other systems and structures
discuss their ideas, thoughts and reflections about their learning, with their teacher(s)

which leads to...

a culturally competent, engaging and inclusive school wide environment where teachers' practices produce student achievement of at least 25% growth on standardized testing.

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 ✏️

Instructional Leadership Team

Dates for Progress Monitoring Check Ins

Q1	10/18/23	Q3	03/20/24
Q2	12/19/23	Q4	05/29/24

	SY24 Implementation Milestones & Action Steps ✏️	**Who** ✏️	**By When** ✏️	**Progress Monitoring**
Implementation Milestone 1	By May of 2024 100% of all teachers at Wentworth will have training around implementation of thier grade specific curriculum and instruction.			In Progress
Action Step 1	Teachers who use skyline will obtain badges for the curriculum	Teachers	August 2023	In Progress
Action Step 2	Create 5 week coaching cycles to ensure curriculum is being implemented	Coaches/Administrator	August 2023	In Progress
Action Step 3	Create professional development schedule for GLTs, and before & after school planning.	Administration	August 2023	In Progress
Action Step 4	Attend Network training for grade level curriculum	Teachers	September 2023	In Progress
Action Step 5	Attend District training for grade level curriculum			Select Status

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

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

Curriculum & Instruction

Implementation Milestone 2	100% of teachers will use formative and summative assessments to inform daily instruction			*Select Status*
Action Step 1	Bi-weekly gradebook audits with feedback (expectations)	Administration	September 2023 - May 2024	Not Started
Action Step 2	Lesson Plan monitoring weekly with feedback (template - rubric)	Administration/Coaches	September 2023 - May 2024	In Progress
Action Step 3	Classroom observations with feedback	Administration	September 2023 - May 2024	In Progress
Action Step 4	Create formative assessment template	Coaches - ILT	September 2023	In Progress
Action Step 5	"Work the Clock"	Administration	September 2023 - May 2024	In Progress
Implementation Milestone 3	100% of classrooms will implement research based instructional strategies			*Select Status*
Action Step 1	100% of classroom will Kagan Cooperative Structures Training	Administration/Teachers		Completed
Action Step 2	Classroom Observations with Feedback	Administration/Teachers		In Progress
Action Step 3	Teach like a Champion book study	Administration/Teachers		In Progress
Action Step 4	PBIS	Administration/Teachers		In Progress
Action Step 5				*Select Status*
Implementation Milestone 4	100% of teachers will be able to identify the alignment between the target, assessment, and learning task	Teachers/Coaches		In Progress
Action Step 1	Lesson slates and T.F.G analysis	Teachers/Coaches		In Progress
Action Step 2	Identification of assessment, tasks, and standard to ensure alignment	Teachers/Coaches		In Progress
Action Step 3	Student ownership of communicating the standard (Domain 3A)	Teachers/Coaches		In Progress
Action Step 4	Unpacking the instructional and cooperative strategies embedded in skyline to increase engagement	Teachers/Coaches		In Progress
Action Step 5				*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	75% of teachers will implement the curriculum with fidelity including instructional strategies 100% of teachers will provide summative and formative assessments aligned to grade level standards 75% of teachers will effectively implement tier 1 small group instruction using various data points	✍️
SY26 Anticipated Milestones	100% of teachers will implement the curriculum with fidelity including instructional strategies 100% of teachers will provide summative and formative assessments aligned to grade level standards 100% of teachers will effectively implement tier 1 small group instruction using various data points	✍️

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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

Performance Goals

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	Numerical Targets [Optional] ✍️		
					SY24	SY25	SY26
By the end of year 2026, K-8 students will increase to 50% profiency on the IReady Math assessment .	Yes	iReady (Math)	Overall	30	37	45	50
			Select Group or Overall				
By the end of year 2026, K-8 students will increase to 60% profiency on the IReady Math assessment .	Yes	iReady (Reading)	Overall	34	43	53	60
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to	Specify your practice goal and identify how you will measure progress towards this goal. ✍️

Curriculum & Instruction

your practice goals. ✏️	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers are observed as effectively impleementaing high quality core curriculum through Rigorwalk Rubric	Most teachers are utilizing instructional materials to implement and adjust instruction, including differentiating based on student needs.	All teachers are utilizing instructional materials to implement and adjust instruction, including differentiating based on student needs.
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	All teachers' assessments are aligned with the daily learning target/objective.	Most teachers are utilizing on-time formative assessments with student choice that reflect the learning target/objective	All teacher utilizing on-time formative assessments with student choice that reflect the learning target/objective.
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	All teachers are observed using daily signature strategies and cooperative learning structures to support a supportive and collaborative classroom environement.	Most teacher are observed utilizing SEL strategies to address all students least restrictive enviroment and increased authentic engagement.	All teachers are observed utilizing SEL strategies to address all students least restrictive environment and increased authentic engagement.

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
By the end of year 2026, K-8 students will increase to 50% profiency on the IReady Math assessment .	iReady (Math)	Overall	30	37	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
By the end of year 2026, K-8 students will increase to 60% profiency on the IReady Math assessment .	iReady (Reading)	Overall	34	43	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals | | | **Progress Monitoring** | | |

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers are observed as effectively impleementaing high quality core curriculum through Rigorwalk Rubric	Select Status	Select Status	Select Status	Select Status
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	All teachers' assessments are aligned with the daily learning target/objective.	Select Status	Select Status	Select Status	Select Status
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	All teachers are observed using daily signature strategies and cooperative learning structures to support a supportive and collaborative classroom environement.	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.
No	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.
No	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.
No	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Overall, there has to be a shift in the supportive learning environment. The school needs more structures in place for progress monitoring and academic interventions.

What is the feedback from your stakeholders?

Services were not provided consistently. Need monitoring of scheduling for special education services. Need to implement branching minds. Use of MTSS.

What student-centered problems have surfaced during this reflection?

High quality IEP are not written and implemented with fidelity. Students are not recieving small group instructions. No differentiation.

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?

Having interventionist and coaches in place to assist with acadmic monitoring will hlep with efforts to shift the culture of the school as it pertains to student progress. The impact will be more personalized attention to students and better teaching practices for teachers. Teacher buy-in is the main obstacle for success.

Return to Top   **Determine Priorities**

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

Students...

Teachers

1. We want 100% of teachers using Branching Minds as the guide for our MTSS
2. 100% of adults in the classroom are trained in planning, monitoring and implementation of small group instruction according to student data.
3. Data Protocol
4. 100% of all teachers will have IEP goal binder
5. How to read an Paper IEP (Teachers and SECAs)
6. Referral Process: Attendance, Academics and Behavior

Students
1. 100% of students have been correctly or properly grouped and tiered in Branching Minds and monitored for movement.
2. conferencing/goal-setting - feedback for growth and student choice
Support Staff
1. 100% of support Staff (SECAs, TAs) will be trained in Branching Minds, IReady resources

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.

Return to Top   **Root Cause**

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

As adults in the building, we...

Time Management: How to effectively utilize your prep period
Proper Training
Feeling overwhelmed
Not Receptive
Procrastination
Lack of Preparation
Lack of will / purpose(why)
Defiant

Resources: 🚀

[5 Why's Root Cause Protocol]

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Inclusive & Supportive Learning Environment

Theory of Action

What is your Theory of Action?

If we....

train and coach teachers and staff consistently on implementing Branching Minds, utilizing Small Group Instruction, Reading and understanding IEP's, and analyzing i-Ready data

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

then we see....

Teachers actively using, updating, adjusting instruction, and conferencing with students according to student data. Students and support staff articulating learning goals and reflecting on data.

which leads to...

Informed instruction based on data driven decision making, knowledgable students, increased test scores; inclusive and collaborative interactive classrooms environment.

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

Q1	10/18/23	Q3	03/20/24
Q2	12/19/23	Q4	05/29/24

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	100% of teachers effectively implementing core curriculum			In Progress
Action Step 1	All teachers sign up for and attend ongoing training for curriculum implementation through Universal PL plan	All Classroom teachers, ADMIN, Coaches, & Interventionists	Ongoing Monthly	In Progress
Action Step 2	Admin Team members review and provide feedback on teachers lesson/unit plans to ensure use of the core curriculum during GLTs, weekly	Admin, Coaches, Interventionists	October 2023	In Progress
Action Step 3	ILT members conduct rigorwalks to observe, collect data, provide feedback during GLTs on implementation of core curriculum, monthly	ILT members, respectively for grade/contents	October 2023	Not Started
Action Step 4	Tier 2 teachers identified, assigned supports for curriculum implementation	ILT members, respectively for grade/contents	September 2023	In Progress
Action Step 5	Tier 3 teachers identified, assigned supports for curriculum implementation	ILT members, respectively for grade/contents	September 2023	In Progress
Implementation Milestone 2	Meets DEVELOPED components for high quality, well-documented student support & support plan on MTSS Continuum	Interventionist	May 2nd, 2024	Not Started
Action Step 1	Support plans for interventions are developed and documented within BM	Admin, Coaches, Interventionists, MTSS Team	September 22, 2023	Not Started
Action Step 2	Ensure personnel regularly interacting with student are providing interventions through documentation and observation	Admin, Coaches, Interventionists, MTSS Team	October 26, 2023	Not Started
Action Step 3	Plans are being updated and shared with stakeholders	Admin, Coaches, Interventionists, MTSS Team	October 26, 2023	Not Started
Action Step 4	Intervention resources include math, literacy, SEL, and behavior health	Admin, Coaches, Interventionists, MTSS Team	October 26, 2023	Not Started
Action Step 5	Provide PD on documenting interventions in BMs	Admin, Coaches, Interventionists, MTSS Team	September 22, 2023	Not Started
Implementation Milestone 3	MTSS Team meets FOUNDATIONAL components for Supplemental Intervention: Progress Monitoring on MTSS Continuum	Interventionist	December 21, 2023	Select Status
Action Step 1	Provide PD on progress monitoring interventions in BMs	MTSS Team	October 26th, 2023	Select Status
Action Step 2	Lead GLTs on small group instruction and progress monitoring goals aligned to student skill deficits from IReady BOY	MTSS Team, respectively for grade levels	November 8th, 2023	Select Status
Action Step 3	Observe progress monitoring for CBMs and highlight teacher use aligned to student skill deficits	MTSS Team, respectively for grade levels	Feburary 9, 2024	Select Status
Action Step 4	GLTs review BMs data monthly	MTSS Team, respectively for grade levels	Monthly, beginning October 4th	Select Status
Action Step 5	BMs data is widely shared in weekly staff newsletter	Interventionist	Weekly, Sundays to P	Select Status

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

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

Inclusive & Supportive Learning Environment

Implementation Milestone 4	100% of teachers are trained in utilizing iReady resources.			Select Status
Action Step 1	Create a Branching Minds cheat sheet with important information			Select Status
Action Step 2	Every other week provide time for teachers to input data (monthly after that)			Select Status
Action Step 3	Attend Branching Mind training - conduct training right after test administration			Select Status
Action Step 4	Relate REACH evaluation to responsibility of maintaining data and using data to drive instruction			Select Status
Action Step 5	Branching Minds utilization and reference lives in instructional training and converstations starting week 0			Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	-60% of teachers differentiating core instruction -OPERATIONAL components of high quality, well-documented student support and support plans: 100% of interventions are within the CPS curated list, 100% of interventions are documented and monitored within the Branching Minds Platform, 60% of student support plans and supports implemented with fidelity -DEVELOPED components of supplemental intervention: progress monitoring: MTSS team and 60% of teachers regularly progress monitor and implement actions in BMs, using multiple data points
SY26 Anticipated Milestones	-100% of teachers effectively differentiating core instruction -Maintain OPERATIONAL components of high quality, well-documented students support and support plans: 100% of student support plans and supports implemented with fidelity -FULLY OPERATIONAL on supplemental intervention: 100% of teachers progress monitoring and adjusting interventions and supports based on data, -FULLY OPERATIONAL on Interpret Data and Adjust Instruction from MTSS Continuum

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Return to Top

Goal Setting

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on 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
% of students earning Bs or better in Math and Reading	Yes	Grades	Overall				
			Male				
Increase the percent of students receiving Tier 2/3 interventions who are meeting targets to 85%.	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Student in Tier 2 and Tier 3	35	50	65	85
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 👆	Specify your practice goal and identify how you will measure progress towards this goal. 👆		
	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers are observed as effectively implementing high quality core curriculum through Rigorwalk Rubric	Most teachers are utilizing instructional materials to implement and adjust instruction, including differentiating based on student needs.	All teachers are utilizing instructional materials to implement and adjust instruction, including differentiating based on student needs.
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 "Developed" or higher in the "High quality well-documented student support and support plans" and Foundational in the "Supplemental intervention: progress monitoring" components as measured by the MTSS Continuum.	The MTSS Leadership Team rates as "Developed" or higher in most components as measured by the MTSS Continuum.	The MTSS Leadership Team rates as "Operational" in most components as measured by the MTSS Continuum.

Inclusive & Supportive Learning Environment

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.	All teachers are creating and implementing the interventions in the Branching Minds platform	MTSS teams and some teachers are progress monitoring interventions using multiple types of data.	MTSS team and all teachers are interpreting data, progress monitoring, and adjusting instruction based on interventions and multiple types of data.

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
% of students earning Bs or better in Math and Reading	Grades	Overall			Select Status	Select Status	Select Status	Select Status
		Male			Select Status	Select Status	Select Status	Select Status
Increase the percent of students receiving Tier 2/3 interventions who are meeting targets to 85%.	% of Students receiving Tier 2/3 interventions meeting targets	Student in Tier 2 and Tier 3	35	50	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals | | Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers are observed as effectively implementing high quality core curriculum through Rigorwalk Rubric	Select Status	Select Status	Select Status	Select Status
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	The MTSS Leadership Team rates as "Developed" or higher in the "High quality well-documented student support and support plans" and Foundational in the "Supplemental intervention: progress monitoring" components as measured by the MTSS Continuum.	Select Status	Select Status	Select Status	Select Status
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.	All teachers are creating and implementing the interventions in the Branching Minds platform	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	iReady (Math): By the end of year 2026, K-8 students will increase to 50...	Overall	30	37	45	50
		Select Group or Overall				
Required Reading Goal	iReady (Reading): By the end of year 2026, K-8 students will increase to ...	Overall	34	43	53	60
		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: No action needed	☐	**Our school is a non-Title I school that does not receive any Title I funds.** **(Continue to Approval)**

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

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

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

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

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

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

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

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

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

SCHOOL & FAMILY COMPACT

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

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

☑ The school will hold parent-teacher conferences.

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

☑ The school will provide parents reasonable access to staff.

☑ The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.

☑ The parents will support their children's learning.

☑ The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

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

Funds will be used for the following goals: increase parents of Tier 2 and Tier 3 students knowledge of their student's performance and intervention information, improve communication between students receiving interventions and interventionists, create processes for ongoing parent collaboration and involvement (targeting parents of our Hispanic/EL student groups)

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