

## CIWP Team & Schedules

Resources 

### Indicators of Quality CIWP: CIWP Team

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




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

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

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



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

[CIWP Team Guidance](#)

Name 	Role 	Email 
Monique N. Dockery	Principal	mndockery@cps.edu
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Richard Arnall	Case Manager	reamall@cps.edu
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Angela Harris - Williams	Teacher Leader	acharris1@cps.edu
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## Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 	Planned Completion Date 
Team & Schedule	6/12/23	6/16/23
Reflection: Curriculum & Instruction (Instructional Core)	6/20/23	6/22/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/26/23	7/5/23
Reflection: Connectedness & Wellbeing	7/14/23	7/24/23
Reflection: Postsecondary Success	7/7/23	7/18/23
Reflection: Partnerships & Engagement	7/24/23	8/11/23
Priorities	6/27/23	7/7/23
Root Cause	6/27/23	7/7/23
Theory of Acton	7/17/23	8/31/23
Implementation Plans	7/31/23	8/31/23
Goals	7/10/23	8/31/23
Fund Compliance	8/28/23	9/5/23
Parent & Family Plan	8/1/23	8/31/23
Approval	9/5/23	9/7/23

## SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.

As a reference, these dates will auto-populate in your implementation plans.

### CIWP Progress Monitoring Meeting Dates

Quarter 1	10/26/2023
Quarter 2	12/13/2023
Quarter 3	4/1/2024
Quarter 4	5/22/2024

**Indicators of a Quality CIWP: Reflection on Foundations**

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

**Resources**

[Reflection on Foundations Protocol](#)

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**Curriculum & Instruction**

**Using the associated references, is this practice consistently implemented?**

**References**

**What are the takeaways after the review of metrics?**

**Metrics**

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	<a href="#">CPS High Quality Curriculum Rubrics</a>
Yes	Students experience grade-level, standards-aligned instruction.	<a href="#">Rigor Walk Rubric</a> <a href="#">Teacher Team Learning Cycle Protocols</a> <a href="#">Quality Indicators Of Specially Designed Instruction</a>
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.	<a href="#">Powerful Practices Rubric</a> <a href="#">Learning Conditions</a>
Yes	The ILT leads instructional improvement through distributed leadership.	<a href="#">Continuum of ILT Effectiveness</a> <a href="#">Distributed Leadership</a>
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	<a href="#">Customized Balanced Assessment Plan</a> <a href="#">ES Assessment Plan Development Guide</a> <a href="#">HS Assessment Plan Development</a>
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	<a href="#">Assessment for Learning Reference Document</a>

After review of the data it is evident that an area of focus is Math. We will develop a plan to implement PLC's for our math team.

Westcott has a school culture of inconsistent implementation of learning initiatives and expectations. Not all teachers buy in to the notion of the significance of building relationships and creating inclusive spaces free from personal biases.

**What is the feedback from your stakeholders?**

Stakeholders: Students and staff were neutral in this area.

Data shows over half of Westcott's student population did not meet or is partially meeting expectations in all core subjects. Based on this information, we can conclude that learning conditions are not being met 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?**

MTSS  
 CoLab implementation   
 ILT  
 Teaching and Learning Cycles (ANET)  
 Content based clusters on most students

- [IAR \(Math\)](#)
- [IAR \(English\)](#)
- Rigor Walk Data (School Level Data)
- [PSAT \(EBRW\)](#)
- [PSAT \(Math\)](#)
- [STAR \(Reading\)](#)
- [STAR \(Math\)](#)
- [iReady \(Reading\)](#)
- [iReady \(Math\)](#)
- [Cultivate](#)
- [Grades](#)
- [ACCESS](#)
- [TS Gold](#)
- [Interim Assessment Data](#)

**What student-centered problems have surfaced during this reflection?**

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

While students are making progress, we are still struggling with the content area of mathematics. Students need more support by way of tutoring. Students stamina & resiliency has to be improved in order to make appropriate progress. Based on the reflection we noticed the need to prioritize direct instruction (math), balanced assessments and use the information gained to work with students in small groups to push their achievement. Students are unable to independently access grade-level content. Students lack access to high-quality foundational skills curriculum.

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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**

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	<a href="#">MTSS Integrity Memo</a> <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a>
		<a href="#">MTSS Integrity Memo</a>

Students receiving tier 3 interventions from the interventionist are moving tiers by EOY.   
 The interventionist as well as the tutors are providing interventions consistently, and monitoring students progress towards their goals.

Majority of 3-5 grade students with IEPs are making average growth on the mclass assessment. Students in 6-8 grade taking the assessments are making less growth.

Interventions done by classroom teachers were inconsistent in success and fidelity of implementation varied widely from

- Unit/Lesson Inventory for Language Objectives (School Level Data)
- [MTSS Continuum](#)
- [Roots Survey](#)
- [ACCESS](#)

Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	<a href="#">LRE Dashboard Page</a>
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	<a href="#">IDEA Procedural Manual</a>
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	<a href="#">EL Placement Recommendation Tool ES</a> <a href="#">EL Placement Recommendation Tool HS</a>
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.	

teacher to teacher. More collaboration with the intervention teacher is necessary so that support is aligned with classroom instruction.

EL students are making growth with the tier 1 supports they are receiving, even if the content teacher is not endorsed in ESL. The ESL teacher provides support.

Based on the benchmark data we had set a goal for each classroom to make a certain percentage of growth and they all met or were close their goal by EOY. Second grade students lagged behind in ELA and Math.

[MTSS Academic Tier Movement](#)

[Annual Evaluation of Compliance \(ODLSS\)](#)

[Quality Indicators of Specially Designed Curriculum](#)

**What is the feedback from your stakeholders?**

Interventionist saw inconsistent implementation from classroom teachers but students she saw regularly made growth. 🍌

Teachers found branching minds to be challenging to navigate and did not buy-in to its effectiveness.

Homeroom teachers do not fully understand their students' IEPs and DL teachers are not writing data-driven IEPs that always allow students to learn in their LRE. DL teachers follow their IEPs, even though they are not always well written.

[EL Program Review Tool](#)

**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?**

MTSS coordinator and interventionist serviced students in 1st through 6th grade in ELA and Math in SY23. She led meetings around how to effectively use Branching Minds as well as what interventions are research based and effective. There was a rhythm developed to hold teachers accountable for doing their intervention work through email and check-ins. 🍌

The ILT has a small group roll out plan for all teachers to ensure effective tier 2 and 3 instruction has a place in their classrooms.

Training for all curricula as well as intervention programs are scheduled and planned for teachers. The trainings are designed for new and returning teachers.

PD around progress monitoring in the various assessment systems is aligned to tier 2/tier 3 curriculums and planned for teachers to know how to monitor progress around their students' goals.

Plans for DL teachers for SY24 include writing measurable, data-aligned goals and benchmarks for students. In addition, there is a solid plan to engage SECAs more around academic learning goals and outcomes for students.

**What student-centered problems have surfaced during this reflection?**

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

"Students are struggling with foundational skills needed to access grade level material. Students lack consistent access to differentiated small group instruction. Students lack access to cohesive, intentional co-teaching experiences in the general education classroom taught by both special education teachers and general education teachers. Students lack an ELL endorsed teacher to monitor and provide ELL supports for our students." 🍌

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<a href="#">BHT Key Component Assessment</a> <a href="#">SEL Teaming Structure</a>	Culture and Climate along with the SEL team needs to find ways to address traveling to and from school. Safe passage workers and police can be alerted to the concerns of the school community to increase students safety. More consistent monitoring teacher implementation of SEL curriculum and use of strategies presented in training to address student needs. All classroom must engage in the school wide moment of mindfulness that is conducted by the students. 🍌	<a href="#">% of Students receiving Tier 2/3 interventions meeting targets</a> <a href="#">Reduction in OSS per 100</a> <a href="#">Reduction in repeated disruptive behaviors (4-6 SCC)</a> <a href="#">Access to OST</a> <a href="#">Increase Average Daily Attendance</a> <a href="#">Increased Attendance for Chronically Absent Students</a> <a href="#">Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</a>
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	<b>What is the feedback from your stakeholders?</b> Students in grades 2-8 have equitable access to student centered enrichment programs. Programs provided by community partners had the most buy in. Students were engaged with adults that they did not see within the school day. Most student engagement increased during the fall and 🍌	<a href="#">Cultivate (Belonging &amp; Identity)</a>

	Other student interests and needs.	<p>...most student engagement increases during the fall and spring; however declined during winter and close to the end of the school year. Students completed surveys and school staff and external partners engaged them according to their interests.</p>	<p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p> <p><a href="#">Enrichment Program Participation: Enrollment &amp; Attendance</a></p> <p><a href="#">Student Voice Infrastructure</a></p> <p><a href="#">Reduction in number of students with dropout codes at EOY</a></p>
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		

	<p><b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Students with chronic attendance problems do receive additional SEL support to encourage them to come to school from a trusted adult in the building. However, more is needed for the parents of chronic absentee students. 🙋</p>	<p><b>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?</b></p> <p>Creating an environment where students have a trusted adult who listens has positively impacted our students. Also, our students feel encouraged and motivated by the Tier 1 SEL supports implemented school-wide and in the classrooms. 🙋</p>
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[Return to Top](#) **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	<p><a href="#">College and Career Competency Curriculum (C4)</a></p> <p>An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).</p>	<p>Students in middle school engaged with the success bound curriculum with school counselors. We had 100% completion for OSCPA Naviance. Counselors collaborate to develop a plan that insures that students engage. We also had 100% complete the requirements for GO CPS. Student On Track Rates were significantly below the school's goals as well as the district goal. 🙋</p>	<p><a href="#">Graduation Rate</a></p> <p><a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCC</a></p> <p><a href="#">3 - 8 On Track</a></p> <p><a href="#">Learn, Plan, Succeed</a></p> <p><a href="#">% of KPIs Completed (12th Grade)</a></p> <p><a href="#">College Enrollment and Persistence Rate</a></p>
Yes	<p><a href="#">Individualized Learning Plans</a></p> <p>Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).</p>		<p><a href="#">9th and 10th Grade On Track</a></p>
N/A	<p><a href="#">Work Based Learning Toolkit</a></p> <p>Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).</p>	<p><b>What is the feedback from your stakeholders?</b> According to the Cultivate Survey, our Priority Conditions are: 1: Feedback for Growthn 2: Classroom Community 3: Supportive Teaching 🙋</p>	<p><a href="#">Cultivate (Relevance to the Future)</a></p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
N/A	<p>Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).</p>		
N/A	<p><a href="#">ECCE Certification List</a></p> <p>Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).</p>		
N/A	<p><a href="#">PLT Assessment Rubric</a></p> <p>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).</p>		
N/A	<p><a href="#">Alumni Support Initiative One Pager</a></p> <p>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).</p>	<p><b>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?</b></p> <p>In order to improve outcomes, we are committed to reviewing student learning tasks to insure alignment to the standards. We will commit to a laser like focus on student opportunities to redo assignments following teacher feedback for improvement. Monitor grade input and on track status. Engage in goal setting for students and monitoring of students meeting their goals. The impact is that students will be exposed to grade level content and teachers will provide 🙋</p>	

**What student-centered problems have surfaced during this reflection?**

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

Students seem to lack stamina within the classroom. There is evidence of limited studying and preparations outside of school time. Students will benefit from support with intentional note taking skills and study habits. Students are not in most cases intrinsically motivated. Classroom teachers and support staff are committed to conversations about improving grades, completing tasks within the allotted time frame, and making improvements to assignments for a better grade. 🍌

...prepare to give feedback and teachers improve actionable, timely feedback so that students revisit assignments and make improvements. Our efforts will insure that students are comfortable with asking questions and taking risks that will support mastery of standards.

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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**

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.	<a href="#">Spectrum of Inclusive Partnerships</a>
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	<a href="#">Reimagining With Community Toolkit</a>
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).	<a href="#">Student Voice Infrastructure Rubric</a>

Westcott will continue to foster relationships with community organizations that provide excellent exposure and opportunity for students. We will also improve on accessing more student voice. We will continue to work with our parent engagement groups to provide parents and guardians with the necessary supports and resources to take care of their students. 🍌

[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)

**What is the feedback from your stakeholders?**

All stakeholders (parents, staff, students, and community partnerships) see the significant level of work that has been done at Westcott. Community partnerships and organizations appreciate the opportunity to serve our students and families. They see the growth and they know that nothing is wasted. Our parents appreciate the fact that their students have a positive learning environment. Westcott's PAC has increased its membership by double digits by bringing in social-emotional support training for parents, sharing district-wide assessment information, and school-wide data. 🍌

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

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

Consistently meet with our student-voice groups to ensure that they are being heard more regularly. 🍌

Implementation of Student-Voice groups and regular student interest surveys to ensure that we are addressing the whole student experience at Westcott. 🍌



Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

After review of the data it is evident that an area of focus is Math. We will develop a plan to implement PLC's for our math team.

Westcott has a school culture of inconsistent implementation of learning initiatives and expectations. Not all teachers buy in to the notion of the significance of building relationships and creating inclusive spaces free from personal biases.

What is the feedback from your stakeholders?

Stakeholders: Students and staff were neutral in this area.

Data shows over half of Westcott's student population did not meet or is partially meeting expectations in all core subjects. Based on this information, we can conclude that learning conditions are not being met in the classroom.

What student-centered problems have surfaced during this reflection?

While students are making progress, we are still struggling within the content area of mathematics. Students need more support by way of tutoring. Students stamina & resiliency has to be improved in order to make appropriate progress. Based on the reflection we noticed the need to prioritize direct instruction (math), balanced assessments and use the information gained to work with students in small groups to push their achievement. Students are unable to independently access grade-level content. Students lack access to high-quality foundational skills curriculum.

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?

MTSS  
CoLab implementation  
ILT  
Teaching and Learning Cycles (ANET)  
Content based clusters on most students

Return to Top Determine Priorities

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

Students...  
-Have access to high quality curriculum; however fidelity of implementation needs work. Students are not provided instruction that is engaging and they find value in and/or small group work time to complete learning tasks.

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...  
Must use assessment data to drive instruction (Tier 1 and Small Group)  
Make professional development a priority to push our practice and understanding of the curriculum to move student achievement.  
We are not teaching the designated curriculum with fidelity and consistency. We are not unpacking the learning standards when engaging in the lesson planning process. We do not effectively anticipate student misconceptions in preparation to lesson.

Resources:

[5 Whys 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.

Return to Top Theory of Action

What is your Theory of Action?

If we....  
provide teacher training on effective instruction on specific instructional practices including but not limited to: project based learning, differentiated instruction methods, student engagement strategies and gradual release, assessment, lesson planning and identify distinct components that teachers need to annotate in their daily lessons

Resources:

**Indicators of a Quality CIWP: Theory of Action**  
Theory of Action is grounded in research or evidence based practices.

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

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 planning will include internalized lessons to support the implementation of standards based tier 1 instruction, appropriate scaffolds, students engagement opportunities, opportunities and targeted instructional learning opportunities for general education and diverse learner students.



which leads to...

More students reaching attainment on school, district, and state level assessments. Students who are in grades 2nd-8th would have at least 70% meeting growth targets on iReady and students at the same grade levels would increase students meeting attainment goals by 20%. Students in Grade 2 meeting attainment would be increased by 15%.



[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**

ILT/Principal and Assistant Principal

**Dates for Progress Monitoring Check Ins**

Q1 10/26/2023

Q3 4/1/2024

Q2 12/13/2023

Q4 5/22/2024

**SY24 Implementation Milestones & Action Steps**

**Who**

**By When**

**Progress Monitoring**

<b>Implementation Milestone 1</b>	100% of teachers trained in newly adopted curriculum including but not limited to appropriate scaffolds and grade level standards.		End of Q1 (October 20)	In Progress
<b>Action Step 1</b>	Teachers receive dates for district led Skyline PD	Admin	July 29	Select Status
<b>Action Step 2</b>	Teachers attend the skyline, EL and My Perspectives PDs	Teachers	Sep 3 & 4	Select Status
<b>Action Step 3</b>	ILT plans PD on GL standards, unit planning and scaffolding	ILT	August 24	Select Status
<b>Action Step 4</b>	ILT provide PD on GL standards, unit planning and scaffolding	ILT	August 25	Select Status
<b>Action Step 5</b>	ILT leads teaching and learning cycle around planning for GL standards and scaffolds within the curriculum	ILT	October 20	Select Status
<b>Implementation Milestone 2</b>	100% of teachers lesson plan using the annotation guide and the backwards design method.	Teachers and Admin	End of Q2 (December 21)	Select Status
<b>Action Step 1</b>	Provide PD centered on Skyline, EL and My Perspectives and the backwards mapping design.	ILT	September 22, 2023	Select Status
<b>Action Step 2</b>	Engage teachers in co-planning using the lesson annotation guide	Teacher Leaders	September 22, 2023	Select Status
<b>Action Step 3</b>	Coaches provide feedback on annotated lesson plans	Teacher Leaders	September 22, 2023	Select Status
<b>Action Step 4</b>	Develop explicit classroom look-fors ie MBCs, Anchor charts, and Standard Task alignment	ILT	September 22, 2023	Select Status
<b>Action Step 5</b>	Engage in the lesson study cycle rooted in teacher annotations	Teachers & Teacher Leaders	September 22, 2023	Select Status
<b>Implementation Milestone 3</b>	100% of teachers unit plans reflect the curriculum and grade level standards including appropriate scaffolds	Teachers and Teacher leaders	End of Quarter 4 (May 31)	Select Status
<b>Action Step 1</b>	Teachers will create unit plans on PD day that demonstrate knowledge of GL standards, and scaffolds within the tier 1 curriculum	ILT	March 13, 2024	Select Status
<b>Action Step 2</b>	Admin & teacher leaders offer feedback on individual unit plans	Admin and Teacher Leaders	March 21, 2024	Select Status
<b>Action Step 3</b>	ILT leads teaching and learning cycle around planning for scaffolds, with the standards in mind	Teacher Leaders	March 29, 2024	Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>	Teachers implement scaffolds and acceleration strategies.	Teachers	End of Quarter 1 SY25	Select Status
<b>Action Step 1</b>	Teachers are provided PD around leveraging appropriate scaffolds.	ILT	October 11, 2024	Select Status
<b>Action Step 2</b>	Teachers are provided with PD around standard task alignment.	ILT	October 18, 2024	Select Status
<b>Action Step 3</b>	Teachers will leverage skyline interim and unit assessments to inform instruction.	ILT	October 25, 2024	Select Status
<b>Action Step 4</b>	Coaching sessions center around using standard based rubrics to grade student work.	Teacher Leaders/ ILT	November 1, 2024	Select Status
<b>Action Step 5</b>	Teachers engage in the lesson study cycle analyzing student work.	ILT	November 8, 2024	Select Status

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	"100% of teachers planning differentiation and acceleration strategies with curriculum 100% of teachers observed instruction using differentiation and acceleration strategies"	
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**SY26 Anticipated Milestones**  
 100% of teachers trained on individualized learning and student ownership  
 100% of teachers planning for individualized learning and student ownership  
 100% of teachers observed implemented individualized learning and student ownership



[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 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
60% of Students who will attain grade level on iReady in both Math and ELA	Yes	iReady (Reading)	Overall	0	30	45	60
			Students with an IEP	7	30	45	60
60% of Students who will attain grade level on iReady in both Math and ELA	Yes	iReady (Math)	Overall	10	30	45	60
			Students with an IEP	0	30	45	60

**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.	Teachers will receive an average rating of 3 or 4 on scaffolding and curricular fidelity as measured by the curricular walk through tool.	Teachers will receive an average rating of 3 or 4 on acceleration and differentiation as measured by the curricular walk through tool.	Teachers will receive an average rating of 3 or 4 on individualized learning and student ownership measured by the curricular walk through tool.
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT will receive an average rating of 2.5 on knowledge and skills as measured by ILT Effectiveness Survey.	ILT will receive an average rating of 3 on knowledge and skills as measured by ILT Effectiveness Survey.	ILT will receive an average rating of 3.5 on knowledge and skills as measured by ILT Effectiveness Survey.
Select a Practice			

[Return to Top](#) **SY24 Progress Monitoring**

**Resources:**

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

**Performance Goals**

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
60% of Students who will attain grade level on iReady in both Math and ELA	iReady (Reading)	Overall	0	30	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	7	30	Select Status	Select Status	Select Status	Select Status



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

## Curriculum & Instruction

60% of Students who will attain grade level on iReady in both Math and ELA	iReady (Math)	Overall	10	30	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	0	30	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.	Teachers will receive an average rating of 3 or 4 on scaffolding and curricular fidelity as measured by the curricular walk through tool.	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT will receive an average rating of 2.5 on knowledge and skills as measured by ILT Effectiveness Survey.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Students receiving tier 3 interventions from the interventionist are moving tiers by EOY. The interventionist as well as the tutors are providing interventions consistently, and monitoring students progress towards their goals.

Majority of 3-5 grade students with IEPs are making average growth on the mclass assessment. Students in 6-8 grade taking the assessments are making less growth.

Interventions done by classroom teachers were inconsistent in success and fidelity of implementation varied widely from teacher to teacher. More collaboration with the intervention teacher is necessary so that support is aligned with classroom instruction.

EL students are making growth with the tier 1 supports they are receiving, even if the content teacher is not endorsed in ESL. The ESL teacher provides support.

Based on the benchmark data we had set a goal for each classroom to make a certain percentage of growth and they all met or were close their goal by EOY. Second grade students lagged behind in ELA and Math.

What is the feedback from your stakeholders?

Interventionist saw inconsistent implementation from classroom teachers but students she saw regularly made growth.

Teachers found branching minds to be challenging to navigate and did not buy-in to it's effectiveness.

Homeroom teachers do not fully understand their students' IEPs and DL teachers are not writing data-driven IEPs that always allow students to learn in their LRE. DL teachers follow their IEPs, even though they are not always well written.

What student-centered problems have surfaced during this reflection?

"Students are struggling with foundational skills needed to access grade level material. Students lack consistent access to differentiated small group instruction. Students lack access to cohesive, intentional co-teaching experiences in the general education classroom taught by both special education teachers and general education teachers. Students lack an ELL endorsed teacher to monitor and provide ELL supports for our students."

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?

MTSS coordinator and interventionist serviced students in 1st through 6th grade in ELA and Math in SY23. She led meetings around how to effectively use Branching Minds as well as what interventions are research based and effective. There was a rhythm developed to hold teachers accountable for doing their intervention work through email and check-ins.

The ILT has a small group roll out plan for all teachers to ensure effective tier 2 and 3 instruction has a place in their classrooms.

Training for all curricula as well as intervention programs are scheuled and planned for teachers. The trainings are designed for new and returning teachers.

PD around progresss monitoring in the various assessment systems is aligned to tier 2/tier 3 curriculums and planned for teachers to know how to monitor progress around their students' goals.

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Determine Priorities

Resources: 

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

Students...  
 Students lack foundational skills in ELA and Math needed to access grade level material.

[Determine Priorities Protocol](#)



Indicators of a Quality CIWP: Determine Priorities

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

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Root Cause

Resources: 

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

As adults in the building, we...  
 Lack of how to effectively use student data to differentiate instructional support and Lack of background knowledge of pre-requisite skills required for application of skills as students transition from grade to grade  
 We struggled to maintain accurate progress monitoring data as well as implement systems to effectively execute small group instruction with fidelity for ELA & Math. We did not effectively give just-in-time supports, effectively utilize our interventionist, provide multiple types of assessments to inform MTSS.



Indicators of a Quality CIWP: Root Cause Analysis

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

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Theory of Action

Resources: 

What is your Theory of Action?

If we....  
 effectively deliver primary Tier One instruction using the core curriculum, create high quality plans for support, consistently progress monitor supports and interpret data to adjust instruction (per MTSS Continuum)



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.

## Inclusive & Supportive Learning Environment

then we see....

students engaged in learning activities that are from the core curriculum and intentional interventions, teachers differentiating instruction, implementing supports with fidelity, 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...

increased number of students moving benchmarks on interventions in Branching Minds, consistent growth in grades for General Education and Diverse Learner students



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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

Culture and Climate Team, MTSS Team

#### Dates for Progress Monitoring Check Ins

Q1 10/26/2023

Q3 4/1/2024

Q2 12/13/2023

Q4 5/22/2024

#### SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
<b>Implementation Milestone 1</b>	Establish a well-organized MTSS team	Admin, Interventionist, Teachers	September 21,2023	Select Status
<b>Action Step 1</b>	Identify key stakeholders	MTSS Team	August 31, 2023	Completed
<b>Action Step 2</b>	Develop MTSS Expectations	MTSS Team	August 31, 2023	In Progress
<b>Action Step 3</b>	Develop a MTSS rolling agenda	MTSS Team	August 31, 2023	In Progress
<b>Action Step 4</b>	MTSS Team analyzes teacher progress monitoring data and provides feedback	MTSS Team	September 13, 2023	Not Started
<b>Action Step 5</b>	MTSS Team develops an MTSS PD Plan	MTSS Team	September 29, 2023	Select Status
<b>Implementation Milestone 2</b>	100% of students assessed and tiered	MTSS Team	September 29,2023	Select Status
<b>Action Step 1</b>	Use BOY Benchmark test data to tier students	MTSS Team	October 6,2023	Select Status
<b>Action Step 2</b>	Develop personal learning plans for tier 2 and 3 students	MTSS Team	October 13,2023	Select Status
<b>Action Step 3</b>	Implement and monitor student progress	MTSS Team	October 20,2023	Select Status
<b>Action Step 4</b>	Identify researched based academic intervention for tier 3 students with 25 percentile or below	MTSS Team	October 20,2023	Select Status
<b>Action Step 5</b>	Grade level meetings dedicated to MTSS	MTSS Team	October 13,2023	Select Status
<b>Implementation Milestone 3</b>	Inform and engage stakeholders of MTSS as a school-wide process, practice and priority	MTSS Team	End of Quarter 2 (December 21)	Select Status
<b>Action Step 1</b>	Embedded 30 minute school-wide intervention block for ela and math	MTSS Team	December 8, 2023	Select Status
<b>Action Step 2</b>	Targeted support from the interventionist for classes with the highest need.	MTSS Team	December 13, 2023	Select Status
<b>Action Step 3</b>	Teachers and the MTSS Team will communicate with parents and guardians with student academic, behavior, and social-emotional	MTSS Team	December 15, 2023	Select Status
<b>Action Step 4</b>	School wide intervention tracker and discipline monitor (discuss in grade level meetings)	MTSS Team	December 20, 2023	Select Status
<b>Action Step 5</b>	K-8 Second Step Curriculum will be implemented by all grade level teachers at least 2 times a week for 25 minutes	MTSS Team	December 21, 2023	Select Status
<b>Implementation Milestone 4</b>	80% Utilizing Progress Monitoring to implement small group instruction	MTSS Team	End of Quarter 3 (March 22)	Select Status
<b>Action Step 1</b>	Establish a system for collecting data and progress monitoring tools	MTSS Team	February 1, 2024	Select Status
<b>Action Step 2</b>	provide teachers with explicit instruction centered around progress monitoring	MTSS Team	February 8, 2024	Select Status
<b>Action Step 3</b>	Teachers collect progress monitoring data on all students in homeroom	MTSS Team	February 15, 2024	Select Status
<b>Action Step 4</b>	Coaches provide feedback on progress monitoring data	MTSS Team	February 22, 2024	Select Status
<b>Action Step 5</b>	Provide teachers with feedback on observations with a focus on how teachers are using progress monitoring data to adjust small group instruction	MTSS Team	February 29, 2024	Select Status

#### SY25-SY26 Implementation Milestones

**SY25 Anticipated Milestones** 90% of teachers implement data driven small groups in relation to tier 1, 2 and 3 instruction within the content areas of ELA & Math with fidelity

<b>SY26 Anticipated Milestones</b>	100% of Teachers implement data driven small groups in relation to tier 1, 2, and 3 instruction within the content areas of ELA & Math with fidelity.
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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
100% of students receive progress monitoring with iReady within scheduled frequency for the duration of the learning cycle.	Yes	Other [Specify]	African American / Other [Specify]	0	60	75	100
		Students with an IEP	Students with an IEP / Overall	0	60	75	100
40% of 3rd through 8th grade students will be at or above grade level on iReady Assessment	Yes	Other [Specify]	Overall / African American	0	20	30	40
		Students with an IEP	Students with an IEP / African American	0	20	30	40

**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: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 are observed as implementing data driven small group instruction	85% of teachers are observed as implementing data driven small group instruction	100% of teachers are observed as implementing data driven small group instruction
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.	MTSS Team has been established with an identified MTSS Lead with who facilitates purposeful collaborative meetings with clear objectives and agendas.	MTSS Team functions with an identified MTSS Lead with who facilitates purposeful collaborative meetings with clear objectives and agendas. MTSS team rates as "foundational or higher 70% of components as measured by the MTSS Continuum.	MTSS Team functions with an identified MTSS Lead with who facilitates purposeful collaborative meetings with clear objectives and agendas. MTSS team rates as "foundational or higher 90% of components as measured by the MTSS Continuum.



<p>I&amp;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.</p>	<p>75% of teachers use a designated tool to record and analyzes SGI data. Teachers work in tandum with interventionists to ensure data is tracked in branching minds.</p>	<p>85% of teachers use a designated tool to record and analyzes SGI data. Teachers work in tandum with interventionists to ensure data is tracked in branching minds.</p>	<p>100% of teachers use a designated tool to record and analyzes SGI data. Teachers work in tandum with interventionists to ensure data is tracked in branching minds.</p>
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[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
100% of students receive progress monitoring with iReady within scheduled frequency for the duration of the learning cycle.	Other [Specify]		0	60	Select Status	Select Status	Select Status	Select Status
			0	60	Select Status	Select Status	Select Status	Select Status
40% of 3rd through 8th grade students will be at or above grade level on iReady Assessment	Other [Specify]		0	20	Select Status	Select Status	Select Status	Select Status
			0	20	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: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 are observed as implementing data driven small group	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.	MTSS Team has been established with an identified MTSS Lead with who facilitates purposeful collaborative meetings with clear objectives and agendas.	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.	75% of teachers use a designated tool to record and analyzes SGI data. Teachers work in tandum with interventionists to ensure data is tracked in branching minds.	Select Status	Select Status	Select Status	Select Status

If Checked:  
Complete  
IL-Empower  
Section below



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

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

If Checked:  
No action needed



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

**IL-Empower**

**IL-EMPOWER GRANT ASSURANCES**

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



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



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



Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:

- a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
- b) Contracting for professional services from State-Approved Learning Partners
- c) Conducting school-level needs assessments
- d) Analyzing data
- e) Identifying resource inequities
- f) Researching and implementing evidence-based interventions
- g) Purchasing standards-aligned curriculum and materials
- h) Purchasing and administering local assessments for progress monitoring



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



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



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



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



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



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

**IL-EMPOWER SMART GOALS**

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

**IL-Empower Goals Must have a Numerical Target**

Select a Goal Below

Required Math Goal **iReady (Math): 60% of Students who will attain grade level on iReady in ...**

Required Reading Goal **iReady (Reading): 60% of Students who will attain grade level on iReady ...**

Optional Goal **Select a Goal**

Student Groups	Baseline	SY24	SY25	SY26
Overall	10	30	45	60
Students with an IEP	0	30	45	60
Overall	0	30	45	60
Students with an IEP	7	30	45	60

## Parent and Family Plan

If Checked:



### Our school is a Title I school operating a Schoolwide Program

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

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

If Checked:



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

No action needed

### SCHOOL & FAMILY ENGAGEMENT POLICY

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

- The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.
- At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.
- Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.
- Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.
- Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.
- Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.
- Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.
- Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.

### SCHOOL & FAMILY COMPACT

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

- The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.
- The school will hold parent-teacher conferences.
- The school will provide parents with frequent reports on their children's progress.
- The school will provide parents reasonable access to staff.
- The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.
- The parents will support their children's learning.
- The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

### PARENT & FAMILY ENGAGEMENT BUDGET

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

Westcott will use Parent & Family engagement funds to engage parents in workshops. Parents require support around understanding student assessment data so that they can assist their student by using effective strategies to increase student achievement. Parents will also engage in Adult SEL workshops that also include skills to support their students.



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