

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 
W. Terrell Burgess	Principal	wburgess@cps.edu
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Rebecca Miller	Partnerships & Engagement Lead	rasmith8@cps.edu
Kathryn McAuley	Postsecondary Lead	kamcauley@cps.edu
Jeff Whitcomb	Other Math Department Chair	jawhitcomb1@cps.edu
Robert Davis	Other Social Science Department Chair	rhDavis@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	5/1/23	6/5/23
Reflection: Curriculum & Instruction (Instructional Core)	6/5/23	6/8/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/5/23	6/8/23
Reflection: Connectedness & Wellbeing	6/8/23	7/5/23
Reflection: Postsecondary Success	6/8/23	7/5/23
Reflection: Partnerships & Engagement	6/8/23	7/5/23
Priorities	7/5/23	8/18/23
Root Cause	7/5/23	8/18/23
Theory of Acton	7/5/23	8/18/23
Implementation Plans	7/5/23	8/18/23
Goals	7/5/23	8/18/23
Fund Compliance	7/5/23	9/12/23
Parent & Family Plan	7/5/23	9/12/23
Approval	7/5/23	9/12/23

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	10/27/23
Quarter 2	12/22/23
Quarter 3	04/01/24
Quarter 4	07/07/24

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](#)

[Return to Top](#)

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	CPS High Quality Curriculum Rubrics	<p><i>[takeaways reflecting most students; takeaways reflecting specific student groups]</i> </p> <ul style="list-style-type: none"> - KPIs are aligned to SAT Domains & Dimensions, CCSS, NCAS, and NGSS - English and Math departments have adopted skyline - More than 95% of teachers at GWCP participated in Learning Walks to observe and learn from one another's practice 	<p>IAR (Math)</p> <p>IAR (English)</p> <p>Rigor Walk Data (School Level Data)</p> <p>PSAT (EBRW)</p> <p>PSAT (Math)</p> <p>STAR (Reading)</p> <p>STAR (Math)</p> <p>iReady (Reading)</p> <p>iReady (Math)</p> <p>Cultivate</p> <p>Grades</p> <p>ACCESS</p> <p>TS Gold</p> <p>Interim Assessment Data</p>
Yes	<p>Rigor Walk Rubric</p> <p>Teacher Team Learning Cycle Protocols</p> <p>Quality Indicators Of Specially Designed Instruction</p>		
Yes	<p>Powerful Practices Rubric</p> <p>Learning Conditions</p>		
Yes	<p>Continuum of ILT Effectiveness</p> <p>Distributed Leadership</p>		
Partially	<p>Customized Balanced Assessment Plan</p> <p>ES Assessment Plan Development Guide</p> <p>HS Assessment Plan Development</p>		
Yes	Assessment for Learning Reference Document		

What are the takeaways after the review of metrics?

What is the feedback from your stakeholders?

-We received overwhelmingly positive feedback from teachers who participated in learning walks and everyone who participated was able to identify celebrations based on the lessons they had seen

-Faculty feedback has been solicited so that their voices are considered when planning and implementing PD

-In the future student voice will also need to be incorporated

-IST Reports are now given at LSC meetings so that will also allow family and community stakeholders to give feedback

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?

[impact on most students; impact on specific student groups]

- There has been schoolwide learning on P/SAT Suite of Assessments and how this impacts instruction. And teachers have access to a data studio where they can review student data.

- MTSS team has created a data analysis protocol where course teams can review P/SAT data for their grade level and then utilize the SAT Skills Insight Suite to differentiate learning materials and instructional practice.

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.

[problems experienced by most students; problems experienced by specific student groups]

-Upon reviewing data, students are not performing at expected levels on standardized tests

- Student GPA average is not 3.0

[Return to Top](#)

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
No	<p>MTSS Integrity Memo</p> <p>MTSS Continuum</p> <p>Roots Survey</p>	<p><i>[takeaways reflecting most students; takeaways reflecting specific student groups]</i> </p> <ul style="list-style-type: none"> - GWCP needs intentional talent management to ensure students are receiving EL supports in their classes. - GWCP needs clear systems for progress monitoring of students learning to adjust instruction and align to student outcomes for post-secondary success. 	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p>MTSS Continuum</p> <p>Roots Survey</p> <p>ACCESS</p>
	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.	LRE Dashboard Page
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
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
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.

[problems experienced by most students; problems experienced by specific student groups]

- Students are not intentionally receiving individualized support to improve post-secondary outcomes
- EL students do not have ESL endorsed teachers in all of their classes and gen-ed teachers have only been introduced to the implementation of WIDA standards this year, so EL students do not have intentional and appropriate goals in all of their classes
- Students with IEPs that are in Seperate Instruction classes need intentional vertical and horizontal alignment to ensure they are receiving grade level appropriate materials while still meeting their learning needs. This is to ensure that there is a pathway to a more inclusive setting if appropriate for the student.

What is the feedback from your stakeholders?

- Faculty need more and more consistent MTSS supports, which will become more apparent as the MTSS committee stabilizes and becomes a fixture at school-wide PDs
- There is a desire to make WST a more effective Tier 1 Interventions with the hopes that it can help to reduce Tier 2 and Tier 3 needs and help to increase meaningful differentiation
- In the '23-'24 school year the MTSS leads will develop a system to collect feedback from faculty and will also consider what kind of feedback students can contribute about their classroom experiences and how to best collect that 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?

[impact on most students; impact on specific student groups]

- MTSS team has been created and they have created a data analysis protocol for course teams
- GWCP will have a full time ELPT and math interventionist in the fall. Interventionist will support those students both through push-in and pull-out services.
- Instructional Coaches will work in tandem with interventionists and tutors
- BHT continues to work on improving systems and communication with all stakeholders to best support Tier 2 and Tier 3 students

- [MTSS Academic Tier Movement](#)
- [Annual Evaluation of Compliance \(ODLSS\)](#)
- [Quality Indicators of Specially Designed Curriculum](#)
- [EL Program Review Tool](#)

[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	BHT Key Component Assessment SEL Teaming Structure	<i>[takeaways reflecting most students; takeaways reflecting specific student groups]</i> -SEL instruction needs to be integrated within the curriculum and content, not a separate component; SEL integration also requires appropriate pacing -There is some area for growth with our chronically ill students who are being excused from assignments, but not necessarily caught back up with fidelity; there is also an area of growth where sometimes teachers and counselors have been unaware of reasons for chronic absences where there is a lack of information and so reintegrating the student into school when they return is not as smooth as it could be	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		Cultivate (Belonging & Identity)
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? -Student feedback is gathered often, oftentimes with the help of Student government, and is reported out to faculty and staff during PD days. In the past students have even been the ones to deliver it. This feedback shows that overall students feel physically safe in the building. Emotional safety can sometimes vary from class to class -In the future we should specifically gather feedback around our Tier 1 healing centered supports and the Skyline supports for classes that use the curricula -While family stakeholders have expressed some concern over safety as it pertains to the outside neighborhood of the campus, there is a	Staff trained on alternatives to exclusionary discipline (School Level Data)

Partially	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</p>	<p>general sense that the school itself is a safe place. Parents have expressed a desire for more communication around building incidents such as fights or lockdowns. Admin has communicated that student privacy may be a reason for what might seem like vague communication</p>	<p>Enrichment Program Participation: Enrollment & Attendance</p> <p>Student Voice Infrastructure</p> <p>Reduction in number of students with dropout codes at EOY</p>
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	
<p><i>[problems experienced by most students; problems experienced by specific student groups]</i></p> <p>-Students who are chronically absent, sometimes for chronic illness, are not having similar experiences as they integrate back into the classroom and are not necessarily receiving the same instruction/content as their peers</p> <p>-Students are not benefitting from truly integrated SEL instruction</p>		<p><i>[impact on most students; impact on specific student groups]</i></p> <p>-It can be suggested that course teams discuss non-negotiables for courses so that students who are chronically absent are still working on skills that will allow them to progress through course sequences successfully</p> <p>-We can return to a system where the attendance coordinator and counselors work together so that chronically absent students receive streamlined information with the counselor acting as a point-person and advocate who reaches out to teachers</p>	

[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
Partially	<p>College and Career Competency Curriculum (C4)</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><i>[takeaways reflecting most students; takeaways reflecting specific student groups]</i></p> <p>- GWCP-developed postsecondary development curriculum is provided for students in grades 11&12 through homeroom and Warrior Support Time. College cohort information is shared with grades 9-12 to build knowledge of college match and selectivity levels based on GPA/SAT during homeroom.</p> <p>- Students complete the CPS Academic Works general application in homeroom or counseling workshops. All seniors apply to at least 4 colleges and acceptances are recorded. Award letters are reviewed at the Postsecondary Planning Conversation. Students upload evidence of employment, job training, or college award letters to meet LPS. The case manager coordinates with the counseling team to determine appropriate accommodations for diverse learners.</p> <p>- The PLT is made up of senior teachers and postsecondary co-leads. They meet monthly to review postsecondary data and develop strategies.</p>	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCC</p> <p>3 - 8 On Track</p> <p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p> <p>College Enrollment and Persistence Rate</p> <p>9th and 10th Grade On Track</p>
Partially	<p>Individualized Learning Plans</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>- Overall all stakeholders are incredibly proud of the acceptances and scholarship dollars as they pertain to post-secondary plans</p> <p>-Anecdotally, teachers report instances of former student emails that contain the message that students feel very well prepared for college. College persistence data corroborates this to be true.</p> <p>-In an LSC report a parent with students at other schools (both CPS and Private) reported that GWCP was by far the most helpful school when it came to preparing their child for post secondary plans</p>	<p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
Yes	<p>Work Based Learning Toolkit</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>What is the feedback from your stakeholders?</p>	
Yes	<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>		
Yes	<p>ECCE Certification List</p> <p>Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).</p>		
Yes	<p>PLT Assessment Rubric</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>	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	
Yes	<p>Alumni Support Initiative One Pager</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><i>[impact on most students; impact on specific student groups]</i></p> <p>- Grade Level Team Leads have a lesson on reviewing transcripts and College cohorts.</p> <p>- Continued AP for all work and increasing AP courses across departments</p> <p>-The Bs are better mentality needs to be brought back to the forefront of messaging as students enter as freshmen</p>	
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>			

[problems experienced by most students; problems experienced by specific student groups]



- We need to start the post-secondary planning at the freshmen level and the curriculum needs to be vertically aligned.

[Return to Top](#) **Partnership & Engagement**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>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.</p>	<p>[takeaways reflecting most students; takeaways reflecting specific student groups]</p> <p>-This can always be a struggle in high school as families are trying to give their adolescent students space to grow into young people; many parent/teacher interactions come about only as a result of negative interactions</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Yes	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Partially	<p>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).</p>	<p>What is the feedback from your stakeholders?</p> <p>-Parents have asked for better/more updated communication vis the school website and other electronic methods, which admin has committed to</p> <p>-Grade level team meetings provide time and space for teachers to consider best practices for communicating with families, which can be a great help when teachers express frustration over not being able to communicate with particular families when needed</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	
<p>[problems experienced by most students; problems experienced by specific student groups]</p> <p>-Some students are only having contacts home for negative interactions</p>		<p>[impact on most students; impact on specific student groups]</p> <p>-Fostering a culture of teacher presence at positive events such as concerts and sporting events where positive parent interaction is at its highest could provide more opportunities for faculty to see parents showing up</p> <p>-Reviving curriculum night where parents can walk their child's schedule and meet all of their teacher's in the fall can begin to foster a series of positive interactions from the beginning of the school year</p> <p>-Reviving certain practices that we used to do that ensure positive communication home happened--for example, giving time at a department meeting for teachers to send positive emails home right then and there</p>	

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

What are the takeaways after the review of metrics?

[takeaways reflecting most students; takeaways reflecting specific student groups]

- KPIs are aligned to SAT Domains & Dimensions, CCSS, NCAS, and NGSS
- English and Math departments have adopted skyline
- More than 95% of teachers at GWCP participated in Learning Walks to observe and learn from one another's practice

What is the feedback from your stakeholders?

- We received overwhelmingly positive feedback from teachers who participated in learning walks and everyone who participated was able to identify celebrations based on the lessons they had seen
- Faculty feedback has been solicited so that their voices are considered when planning and implementing PD
- In the future student voice will also need to be incorporated
- IST Reports are now given at LSC meetings so that will also allow family and community stakeholders to give feedback

What student-centered problems have surfaced during this reflection?

[problems experienced by most students; problems experienced by specific student groups]

- Upon reviewing data, students are not performing at expected levels on standardized tests
- Student GPA average is not 3.0

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?

[impact on most students; impact on specific student groups]

- There has been schoolwide learning on P/SAT Suite of Assessments and how this impacts instruction. And teachers have access to a data studio where they can review student data.
- MTSS team has created a data analysis protocol where course teams can review P/SAT data for their grade level and then utilize the SAT Skills Insight Suite to differentiate learning materials and instructional practice.

Return to Top Determine Priorities

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

Students...

- are not meeting or exceeding benchmarks at the same levels across student difference on the P/SAT
- are not growing in their test scores at the same levels across student difference on the P/SAT
- are not getting 3.0 or higher GPAs and accessing more selective post-secondary options at the same levels across student differences

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...

- are not all consistently providing culturally responsive instruction and curriculum throughout the building
- can improve the execution of true PBL and true formative instruction

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.

Return to Top Theory of Action

What is your Theory of Action?

If we....
 If we utilize teacher leadership teams to support horizontal and vertical alignment within and across departments and grade levels while leveraging the Historically Responsive Literacy Framework and Content and Disciplinary Literacy

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 engaging in Culturally Responsive & Culturally Sustaining Teaching and Instructional Planning using Core Practices and the implementation of differentiated learning based on student performance



which leads to...

an increase in students making equitable growth at Westinghouse as measured by GPAs, the P/SAT attainment and growth, CCSS and NGSS attainment and growth through Key Performance Indicators (KPIs)



[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

Admin, Teacher Leadership Teams, Course Teams

Dates for Progress Monitoring Check Ins

Q1 10/27/23

Q3 04/01/24

Q2 12/22/23

Q4 07/07/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Create HRL student outcomes across departments and grade levels connected to disciplinary literacy	DCs	Q4	In Progress
Action Step 1	Review unit and course maps for alignment of skills and HRL implementation	DCs	By end of Q1	In Progress
Action Step 2	Professional learning and defining of disciplinary literacy	DCs	By end of Q1	In Progress
Action Step 3	Cross departmental alignment of HRL student outcomes	DCs	Q2-Q4	Not Started
Action Step 4	Professional learning within departments on disciplinary literacy alignment through KPIs and courses	DCs, Course Teams	Q2-Q4	Not Started
Action Step 5	Review unit and course maps to adjust for professional learning on disciplinary literacy and HRL outcomes	DCs, Course Teams	Q2-Q4	Not Started
Implementation Milestone 2	Create professional learning to implement core practices in support of content area literacy	IST	Q4	In Progress
Action Step 1	IST creates a professional learning cycle for whole school focused on selected core practices	IST	By end of BOY	In Progress
Action Step 2	IST creates a professional learning cycle for whole school focused on content area literacy	IST	By end of Q1	In Progress
Action Step 3	Engage in professional development that supports the use of core practices to improve content area literacy	IST, all teachers	By end of Q1	In Progress
Action Step 4	Engage in cycles of observation and feedback related to identified core practice to improve content area literacy	IST, all teachers	Ongoing	In Progress
Action Step 5	Review instructional practices to adjust for professional learning on core practices to support content area literacy	IST, all teachers	Ongoing	Not Started
Implementation Milestone 3	Create professional learning on using continuous formative assessments to make instructional changes to support student learning	MTSS, all teachers	Ongoing	In Progress
Action Step 1	Engage in professional development on formative assessments	MTSS, all teachers	Ongoing	In Progress
Action Step 2	Collect and analyze student data from formative assessments	MTSS, all teachers	Ongoing	In Progress
Action Step 3	Engage in professional development on differentiated instructional approaches	MTSS, all teachers	Ongoing	In Progress
Action Step 4	Analyze student formative assessment data and identify instructional shifts to support differentiated learning	MTSS, all teachers	Ongoing	In Progress
Action Step 5	Implementation of differentiated instructional approaches	MTSS, all teachers	Ongoing	In Progress
Implementation Milestone 4	Create systems of progress monitoring to ensure equitable student growth as indicated by P/SAT, GPA, On-track, AP Scores etc.	Departments, Course Teams	Ongoing	In Progress
Action Step 1	Alignment of KPIs to CCSS, NGSS, ACTFL, WIDA, NCAS P/SAT	Departments	Ongoing	In Progress
Action Step 2	Creation of a process for course teams to ensure they are grading for equity (grade-norming, calibrating, and alignment of student outcomes)	Course Teams	Ongoing	In Progress
Action Step 3	Adjust KPIs and instructional practices to ensure equitable student outcomes	Course Teams	Ongoing	In Progress
Action Step 4	Use data deck to inform professional practice and hold course teams accountable to grading for equity.	Course Teams	Ongoing	In Progress
Action Step 5	Adjust KPIs and instructional practices to ensure equitable student outcomes	Course Teams	Ongoing	In Progress

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

SY25 Anticipated Milestones
 - By EOY SY25 55% of all students will meet both ERW and Math benchmarks as indicate by the SAT
 - By EOY SY25 all African American students will see GPA growth with an average of 3.75
 - Course teams will effectively implement P/SAT-aligned assessments and instruction

SY26 Anticipated Milestones
 - By EOY SY26 70% of all students will meet both ERW and Math benchmarks as indicate by the SAT
 - By EOY SY25 all African American students will see GPA growth with an average of 3.8
 - Ongoing implementation work of P/SAT-aligned assessments and instruction

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
90% of students will earn GPAs and P/SAT scores to be in Post-Secondary Cohorts 1 and 2.	Yes <input type="checkbox"/>	Grades	Overall				
			African American				
100% of African American students will see GPA growth	Yes <input type="checkbox"/>	Grades	African American Male	3.22	3.35	3.4	3.5
			African American Female	3.54	3.6	3.75	3.8

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:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	MTSS will enact professional learning around formative assessments to make instructional changes to support student learning	MTSS will enact professional learning around formative assessments to make instructional changes to support student learning	MTSS will enact professional learning around formative assessments and differentiation to make instructional changes to support student learning.
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.	DCs will use the HRL Framework to engage in vertical and horizontal alignment of skills as well as grading for equity to ensure student outcomes.	DCs will use the HRL Framework to engage in vertical and horizontal alignment of skills as well as grading for equity to ensure student outcomes.	DCs will continue to facilitate Professional Learning Cycles and mini Lesson Studies engaging the HRL Framework using Core Practices in the classroom.
C&I:4 The ILT leads instructional improvement through distributed leadership.	IST will lead professional learning to support content area literacy through the implementation of core practices.	IST will lead professional learning to support content area literacy through the implementation of core practices.	IST will continue to lead professional learning in support content areas and disciplinary literacy through the implementation of CORE PRACTICES.

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
90% of students will earn GPAs and P/SAT scores to be in Post-Secondary	Grades	Overall			Select Status	Select Status	Select Status	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Curriculum & Instruction				
Reflection	Root Cause	Implementation Plan			Select the Priority Foundation to pull over your Reflections here =>				
P/SAT scores to be in Post-Secondary Cohorts 1 and 2.		Grades	African American			Select Status	Select Status	Select Status	Select Status
100% of African American students will see GPA growth	Grades	African American Male		3.22	3.35	Select Status	Select Status	Select Status	Select Status
		African American Female		3.54	3.6	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:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	MTSS will enact professional learning around formative assessments to make instructional changes to support student learning	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.	DCs will use the HRL Framework to engage in vertical and horizontal alignment of skills as well as grading for equity to ensure student outcomes.	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	IST will lead professional learning to support content area literacy through the implementation of core practices.	Select Status	Select Status	Select Status	Select Status

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.
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.
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?

[takeaways reflecting most students; takeaways reflecting specific student groups]

- GWCP needs intentional talent management to ensure students are receiving EL supports in their classes.
- GWCP needs clear systems for progress monitoring of students learning to adjust instruction and align to student outcomes for post-secondary success.

What is the feedback from your stakeholders?

- Faculty need more and more consistent MTSS supports, which will become more apparent as the MTSS committee stabilizes and becomes a fixture at school-wide PDs
- There is a desire to make WST a more effective Tier 1 Interventions with the hopes that it can help to reduce Tier 2 and Tier 3 needs and help to increase meaningful differentiation
- In the '23-'24 school year the MTSS leads will develop a system to collect feedback from faculty and will also consider what kind of feedback students can contribute about their classroom experiences and how to best collect that data

What student-centered problems have surfaced during this reflection?

[problems experienced by most students; problems experienced by specific student groups]

- Students are not intentionally receiving individualized support to improve post-secondary outcomes
- EL students do not have ESL endorsed teachers in all of their classes and gen-ed teachers have only been introduced to the implementation of WIDA standards this year, so EL students do not have intentional and appropriate goals in all of their classes
- Students with IEPs that are in Separate Instruction classes need intentional vertical and horizontal alignment to ensure they are receiving grade level appropriate materials while still meeting their learning needs. This is to ensure that there is a pathway to a more inclusive setting if appropriate for the student.

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?

[impact on most students; impact on specific student groups]

- MTSS team has been created and they have created a data analysis protocol for course teams
- GWCP will have a full time ELPT and math interventionist in the fall. Interventionist will support those students both through push-in and pull-out services.
- Instructional Coaches will work in tandem with interventionists and tutors
- BHT continues to work on improving systems and communication with all stakeholders to best support Tier 2 and Tier 3 students

Return to Top **Determine Priorities**

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

Students...
 are entering GWCP with a greater variety of needs. These needs include ELL differentiation, core subject intervention as well as SEL supports.

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...
 - need to work with our ELPT to use WIDA can do descriptors when planning all units
 - need to work with instructional coaches and interventionists to implement targeted support systems
 - need to leverage WST as a means of academic intervention and support

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.

Return to Top **Theory of Action**

What is your Theory of Action?

If we....
 utilize our ELPT, Grade Level Teams Leads, Interventionist, and Diverse Learner Department to create systems and structures that create a supporting and inclusive learning environment

Resources:

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

Inclusive & Supportive Learning Environment

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 providing research based individualized and targeted supports/interventions both in and out of the classroom



which leads to...

an increase in students making equitable growth at Westinghouse as measured by GPAs, the P/SAT attainment and growth, CCSS and NGSS attainment and growth through Key Performance Indicators (KPIs)



[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

ELPT, Interventionist, Grade Level Team Leads, Diverse Learner Department

Dates for Progress Monitoring Check Ins

Q1 10/27/23

Q3 04/01/24

Q2 12/22/23

Q4 07/07/24

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	The DL department will leverage grade level and developmentally appropriate curriculums to align instruction to priority KPIs from the general education setting to ensure a pathway to a co-taught or general education classes when appropriate for students	DL Teachers	Q1	In Progress
Action Step 1	DL team will evaluate potential curriculums in Math and English for 9th, 10th, and 11th grade	DL Teachers	Quarter 1	In Progress
Action Step 2	DL team will identify priority KPIs and Essential Elements of KPIs with course teams for all separate instruction courses and develop scales	DL Teachers	Ongoing	Not Started
Action Step 3	DL team will collaborate with course teams on backwards mapping assessments to priority KPIs and Essential Elements of KPIs	DL Teachers	Ongoing	Not Started
Action Step 4	DL team will evaluate student performance data to adjust newly adopted curriculum as needed	DL Teachers	Ongoing	Not Started
Action Step 5				Select Status
Implementation Milestone 2	All ELLs will receive appropriate supports grounded in the WIDA standards based on ACCESS performance in their classes			In Progress
Action Step 1	ELL Specialist will provide professional learning for classroom teachers on identifying WIDA standards and Can Do Descriptors based on ACCESS data	ELL Specialist	BOY	In Progress
Action Step 2	ELL Specialist will lead classroom observations with EL certified teachers to develop shared supportive practices	ELL Specialist Classroom Teachers	BOY	In Progress
Action Step 3	ELL Specialist will start an EL committee to establish best practices and lead teacher learning	ELL Specialist Classroom Teachers	Ongoing	Not Started
Action Step 4	EL Team will lead teacher learning around accommodations and supports for students in their Native Language	ELL Specialist	Ongoing	Not Started
Action Step 5				Select Status
Implementation Milestone 3	Grade Level Team (GLT) will implement interventions for students with Cs/Ds/Fs with an attendance rate of 80% or higher during WST	Grade Level Teams		In Progress
Action Step 1	Grade Level Teams will evaluate student data for interventions	Grade Level Teams Interventionist	Ongoing	In Progress
Action Step 2	Grade Level Teams will modify intervention protocol based on student performance following interventions	Grade Level Teams Interventionist	Ongoing	In Progress
Action Step 3	Grade Level Teams will participate in the ICEL/RIOT reflection protocol for students not making progress that have received interventions 3 times	Grade Level Teams Interventionist	Ongoing	Not Started
Action Step 4	Grade Level Teams will conduct wraparound meetings for students not responding to interventions	Grade Level Teams Interventionist Counselors	Ongoing	Not Started
Action Step 5	Grade Level Teams will evaluate and monitor intervention systems to ensure student success	Grade Level Teams Interventionist Counselors	Ongoing	Select Status
Implementation Milestone 4	Create systems of progress monitoring to ensure equitable student growth as indicated by P/SAT, GPA, On-track, AP Scores etc.	Grade Level Teams Interventionist Counselors	Ongoing	In Progress
Action Step 1	Alignment of KPIs to CCSS, NGSS, ACTFL, WIDA, NCAS P/SAT	Grade Level Teams Interventionist Counselors	Ongoing	In Progress

Action Step 2	Creation of a process for grade levels to identify student needs based on data	Grade Level Teams Interventionist Counselors	Ongoing	In Progress
Action Step 3	Adjust KPIs and instructional practices to ensure equitable student outcomes	Grade Level Teams Interventionist Counselors	Ongoing	Select Status
Action Step 4	Use data deck to inform professional practice and hold course teams accountable to grading for equity.	Grade Level Teams Interventionist Counselors	Ongoing	Select Status
Action Step 5	Adjust KPIs and instructional practices to ensure equitable student outcomes	Grade Level Teams Interventionist Counselors	Ongoing	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
Development of collaborative systems and structures between ELPT and course teams and grade level teams to support ELLs. Development of metrics for students transitioning in and out of separate settings for instruction. 📌

SY26 Anticipated Milestones
Ongoing implementation and revision of collaborative systems and structures between ELPT and course teams and grade level teams to support ELLs. Ongoing implementation and revision of metrics and curriculums for students transitioning in and out of separate settings for instruction. 📌

[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
All ELL students will receive instruction by at least 1 certified bilingual or ESL teacher in a core subject.	Yes	Other	English Learners				
			Select Group or Overall				
Students identified as needing tier 1 and tier 2 supports will receive all necessary interventions as defined by MTSS and GLT	Yes	9th and 10th Grade On Track	Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 📌	Specify your practice goal and identify how you will measure progress towards this goal. 📌		
	SY24	SY25	SY26
I&S: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.	MTSS admin liaison and interventionist will meet bi-weekly with teacher team to build school capacity in using formative assessments for learning. Team will also create whole-school learning.	Continue implementation and progress-monitoring of formative assessments for learning.	Auditing assessment usage and changes to instructional practices based on data collected from formative assessments.
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier 1 instructional services.	ELPT can report percentages once rosters are finalized at the beginning of the year	Will update once program changes and rosters are finalized.	Will update once program changes and rosters are finalized.
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	The DL department will leverage grade level and developmentally appropriate curriculums to align instruction to priority KPIs from the general education setting to ensure a pathway to a co-taught or general education classes when appropriate for students	Implementation and continued monitoring of curriculum to determine student progress on mastering discipline-specific KPIs.	Implementation and continued monitoring of curriculum to determine student progress on mastering discipline-specific KPIs.

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
All ELL students will receive instruction by at least 1 certified bilingual or ESL teacher in a core subject.	Other	English Learners			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Students identified as needing tier 1 and tier 2 supports will be receive all necessary interventions as defined by MTSS and GLT	9th and 10th Grade On Track	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS admin liasion and interventionist will meet bi-weekly with teacher team to build school capacity in using foramtivbe assessments for learning. Team will also create whole-school learning.	On Track	Select Status	Select Status	Select Status
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	ELPT can report percentages once rosters are finalized at the beginning of the year	On Track	Select Status	Select Status	Select Status
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	The DL department will leverage grade level and developmentally appropriate curriculums to align instruction to priority KPIs from the general education setting to ensure a pathway to a co-taught or general education classes when appropriate for students	On Track	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 Grades: 100% of African American students will see GPA growth

Required Reading Goal Grades: 100% of African American students will see GPA growth

Optional Goal Select a Goal

	Student Groups	Baseline	SY24	SY25	SY26
Required Math Goal	African American Male	3.22	3.35	3.4	3.5
	African American Female	3.54	3.6	3.75	3.8
Required Reading Goal	African American Male	3.22	3.35	3.4	3.5
	African American Female	3.54	3.6	3.75	3.8
Optional Goal					

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.

GWCP will utilize \$6,434 to strengthen opportunities for parents to learn how to best support their students through parent workshops, postsecondary planning workshops for parents and other activities to increase parent involvement and communication 

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