

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
Jorge Melgar	Principal	jmmelgar@cps.edu
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Geraldo Tobon	Other [Interventionist]	gtobon@cps.edu
Mireya Muhlberger	LSC Member	mmuhlberger@cps.edu
Judith Arroyo	Teacher Leader	jarroyo4@cps.edu
Claudia Moreno	Teacher Leader	clmoreno1@cps.edu
Ruth Muhlberger	Teacher Leader	ramuhlberger@cps.edu
Miguel Cortes-Lopez	Social Worker	macorteslopez@cps.edu
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Linette Castrejon	Teacher Leader	clmoreno1@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 📅	Planned Completion Date 📅
Team & Schedule	6/9/23	7/7/23
Reflection: Curriculum & Instruction (Instructional Core)	7/3/2023	7/14/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/3/23	7/14/23
Reflection: Connectedness & Wellbeing	7/3/23	7/14/23
Reflection: Postsecondary Success	7/14/23	7/28/23
Reflection: Partnerships & Engagement	7/14/23	7/28/23
Priorities	7/31/23	8/4/23
Root Cause	8/2/23	8/2/23
Theory of Acton	8/2/23	8/2/23
Implementation Plans	8/2/23	8/2/23
Goals	8/2/23	8/2/23
Fund Compliance	7/27/23	7/27/23
Parent & Family Plan	7/27/23	7/27/23
Approval	7/27/23	9/6/23

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	10/20/2023
Quarter 2	12/21/2023
Quarter 3	3/22/2024
Quarter 4	5/31/2024

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
Partially	<p>CPS High Quality Curriculum Rubrics</p> <p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p>	<p>Middle school is using Skyline, however, the dual language classrooms are challenged with curriculum that currently uses authentic Spanish. 🚩</p> <p>While classrooms all have access to grade appropriate curriculum, our high-quality curriculum is not being implemented with fidelity. It was our first year using My View/ Mi Vision. Teachers require PD.</p>	<p>IAR (Math)</p> <p>IAR (English)</p> <p>Rigor Walk Data (School Level Data)</p>
Yes	<p>Rigor Walk Rubric</p> <p>Teacher Team Learning Cycle Protocols</p> <p>Quality Indicators Of Specially Designed Instruction</p> <p>Students experience grade-level, standards-aligned instruction.</p>	<p>Based on last year, teams were not able to meet as frequently therefore creating challenges to focus on instruction.</p>	<p>PSAT (EBRW)</p> <p>PSAT (Math)</p> <p>STAR (Reading)</p>
Partially	<p>Powerful Practices Rubric</p> <p>Learning Conditions</p> <p>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.</p>	<p>What is the feedback from your stakeholders?</p> <p>Teachers want additional training on curriculum since it is still fairly new to the school team. 🚩</p> <p>How to support through differentiation so that all students have access to the curriculum (ELs and DLs)</p>	<p>STAR (Math)</p> <p>iReady (Reading)</p> <p>iReady (Math)</p>
Partially	<p>Continuum of ILT Effectiveness</p> <p>Distributed Leadership</p> <p>The ILT leads instructional improvement through distributed leadership.</p>		<p>Cultivate</p> <p>Grades</p> <p>ACCESS</p>
Yes	<p>Customized Balanced Assessment Plan</p> <p>ES Assessment Plan Development Guide</p> <p>HS Assessment Plan Development</p> <p>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.</p>		<p>TS Gold</p> <p>Interim Assessment Data</p>
Partially	<p>Assessment for Learning Reference Document</p> <p>Evidence-based assessment for learning practices are enacted daily in every classroom.</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>Professional development is being scheduled. 🚩</p> <p>Using data from rigor walks and peer observations to inform and improve instruction.</p> <p>Interventions are implemented using assessment data.</p> <p>An effort could be made for interventions block.</p> <p>An effort is being made to train miscellaneous staff, paras, and parent mentors in intervention strategies.</p> <p>Staff that have open time will mentor groups of students.</p> <p>OST after school tutoring.</p> <p>SY23/24 grade level teams will meet much more regularly throughout the year. This will allow administration and teachers to make the necessary instructional shifts after each learning cycle.</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>According to our end of the year rigor walk data, 40% of students were not participating in groups or with partners. Part of the problem is that In MS there was disengagement and students not identifying with school. In addition to that, there was a disconnect in Social Studies and Science (ELs) 🚩</p> <p>Students were challenged with new tier 1 curriculum.</p> <p>Based on The Five Essential Survey (The section on Quality of Student Discussion), 34% of students said they sometimes participated in the discussion at some point and 17% of students said they rarely participated in the discussion at some point.</p>			

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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	<p>MTSS Integrity Memo</p> <p>MTSS Continuum</p> <p>Roots Survey</p> <p>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.</p>	<p>Learning of Branching Minds remains to needed. Interventionist logs most of the interventions. Learning of tools on Renaissance/Star360/iReady. 🚩</p> <p>Finding the time to meet as a team was challenging.</p> <p>Prioritized focus was on content and common core objectives, some classrooms had language objectives.</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p>MTSS Continuum</p> <p>Roots Survey</p>
Partially	<p>MTSS Integrity Memo</p> <p>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>ACCESS</p> <p>MTSS Academic Tier Movement</p> <p>Annual Evaluation of Compliance (ODLSS)</p>
Yes	<p>LRE Dashboard Page</p> <p>Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support</p>	<p>What is the feedback from your stakeholders?</p>	<p>Quality Indicators of Specially Designed Curriculum</p>

Yes	Diverse Learners in the least restrictive environment as indicated by their IEP.		MTSS and BHT meet regularly (afterschool). Clear guidance on who is to deliver tier 2 and tier 3 interventions. Professional development on Branching Minds.		EL Program Review Tool
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual			
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS	What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?		
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.		Additional staffing of Diverse Learner teacher. Training of miscellaneous staff to deliver interventions. Professional development on Branching Minds for teachers. Meeting more often as GTL will allow for students in need of extra supports. MTSS will take a survey to identify their areas of strengths and of improvement to pinpoint what is needed to make MTSS stronger.		
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.					
Not all students that need an intervention were receiving interventions due to lack of man-power.					
Difficulty in meeting minutes.					

[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	Training on restorative practices and a plan on how to sustain it. Lack of continuity in restorative practices. Lack of a system to track attendance and a system of how to follow up. Need to provide families with information on the importance of attendance and the consequence of being absent. Need for students to have a greater sense of self-awareness (e.g. growth mindset, intrinsic motivation) (Cultivate) Majority of students feel safe in and outside of the school grounds. (5Essentials) Majority of students feel safe and connected to their their teachers (5Essentials) 189 of 508 students participated in OST for the 23-24 school year. Team provided tutoring and enrichment programming across all grade levels and mentoring for middle school students. We targeted high priority engagement students, however, there was a greater gap with our middle school students accessing the programming. This was due to either lack of interest or commitment to other outside activities. 89.13% Priority Group Participation Rate for OST EOY Attendance Percentage 90.4%	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent Cultivate (Belonging & Identity) Staff trained on alternatives to suspension Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure Reduction in number
Partially	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.	What is the feedback from your stakeholders? SEL curriculum is short, extend lessons in the future. "The Spot" series was a great prelude to the SEL curriculum. Teachers are instructed to use restorative practices without knowledge of the strategies. Students and parents responded positively to attendance incentives	
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		
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.			
Some students have excessive absences, resulting in having to attend summer school.			
Some students experience reprimands and discipline versus restorative techniques.			
Some students expressed not being self-aware or intrinsically motivated.			
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?			
New partnership with NewRoot to provide professional learning opportunities and coaching to support Tier I SEL practices			
An active attendance team (clerk, counselor, interventionist, admin) will create a plan to support students with frequent/chronic absences			
Reviewing end of year data to target students at beginning of this year.			
Attendance campaign informing parents of current attendance percentage and the importance of attendance.			

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Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)

References

What are the takeaways after the review of metrics?

Metrics

No	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	<p>After reviewing EOY on-track data, students in grades 6-8 showed a decrease in the on-track rate. However, in comparison to SY 21 and SY 22, more students are near, almost, or on-track for SY23.</p> <p>Majority of students off-track have an attendance percentage of 90% or lower.</p> <p>According to SY22 Winter Cultivate data, 80% of students in Grades 5-8 report feeling somewhat to very motivated in class.</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>
No	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		
Partially	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit		
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).			
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric		
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager		
<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>Counselor was out on medical leave, as a result students in grades 6th-8 did not work on Success Bound or develop Individualized Learning Plans.</p>			<p>What is the feedback from your stakeholders?</p> <p>Winter 2022 cultivate survey has identified three prioritized learning conditions:</p> <ol style="list-style-type: none"> 1. Classroom Environment: , 71% sense of belonging, 30% academic risk taking, 67% agency, 76% identity safety, 35% motivation 2. Supportive Teaching; 61% monitoring strategies, 29% academic risk taking, 35% growth mindset, 60% self-efficacy, 66% belonging, 69% identity safety, 33% motivation 3. Feedback for growth: 37% growth mindset, 58% self-efficacy, 58% monitoring strategies, 30% academic risk taking, 28% motivation 	<p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</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>An experienced counselor is now staffed at Belmont-Cragin and will provide structured learning opportunities to support students in ILP development, to engage in postsecondary conversations and planning through Schoolinks. This includes engaging students in the high school selection process, career exploration and independent living skills.</p> <p>Staff and parents will also engage in professional learning by utilizing OCCS resources.</p>	

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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.	Spectrum of Inclusive Partnerships	<p>90% of staff participated in SY23 5Essentials survey 85% indicated that their parent teacher relationship was very strong</p> <p>SY23 5Essentials Takeaways: Safety: Students feel safe both in and around the school building, and while they travel to and from home. (+9%) Student-Teacher Trust: Students and teachers share a high level of mutual trust and respect. (-3%) Academic Personalism: Teachers connect with students in the classroom and support them in achieving academic goals. (-3%) Peer Support for Academic Work: Teachers connect with students in the classroom and support them in achieving academic goals. (-18%)</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p> <p>5E: Supportive Environment</p>
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit	<p>K-8th grade students and staff participated in a Perspectives Survey to identify the learning needs and wants of the student body. Students identified wanting more engagement opportunities in and out of the classroom (i.e. student council and field trips).</p>	<p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ..</p>
Yes	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric	<p>What is the feedback from your stakeholders?</p> <p>Middle school students want to be included in leadership programs like student council and the k-5 students like to take leadership roles in attendance incentives (announcements and PAWS assembly).</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</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.

There are students who need mentoring in their native language once a week. In the past, middle schoolers were assigned to a mentor to meet with once a week.

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?

An Engagement Lead has been identified to target high priority students and engage in outreach to identify any barriers to student participation in school. We are continuing with our faith-based partnership to bring back mentoring and we will continue with our cross-age buddies for peer-to-peer mentoring.

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	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.
Partially	The ILT leads instructional improvement through distributed leadership.
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Middle school is using Skyline, however, the dual language classrooms are challenged with curriculum that currently uses authentic Spanish.

While classrooms all have access to grade appropriate curriculum, our high-quality curriculum is not being implemented with fidelity. It was our first year using My View/ Mi Vision. Teachers require PD.

Based on last year, teams were not able to meet as frequently therefore creating challenges to focus on instruction.

What is the feedback from your stakeholders?

Teachers want additional training on curriculum since it is still fairly new to the school team.

How to support through differentiation so that all students have access to the curriculum (ELs and DLs)

What student-centered problems have surfaced during this reflection?

According to our end of the year rigor walk data, 40% of students were not participating in groups or with partners. Part of the problem is that In MS there was disengagement and students not identifying with school. In addition to that, there was a disconnect in Social Studies and Science (ELs)

Students were challenged with new tier 1 curriculum.

Based on The Five Essential Survey (The section on Quality of Student Discussion), 34% of students said they sometimes participated in the discussion at some point and 17% of students said they rarely participated in the discussion at some point.

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?

Professional development is being scheduled.

Using data from rigor walks and peer observations to inform and improve instruction.

Interventions are implemented using assessment data.

An effort could be made for interventions block.

An effort is being made to train miscellaneous staff, paras, and parent mentors in intervention strategies.

Staff that have open time will mentor groups of students.

OST after school tutoring.

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Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

...were disengaged and lacked agency while utilizing the Skyline curriculum and My View/MiVision which resulted in a higher number of students off-track.

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?

[5 Whys Root Cause Protocol](#)

As adults in the building, we...

...need to address the requisite professional development needs of the educators involved in order to ensure the implementation of the new Literacy curriculum with fidelity(MyView/MiVisión, Eureka squared, and Second Step).

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

What is your Theory of Action?

If we....

Anchor our instructional delivery best practices in all content areas by creating space and opportunities for students to discuss and collaborate with one another while accessing scaffolded opportunities within tier one instruction

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....

Increased opportunities for teachers to provide quality feedback to students while they collectively grapple with grade level content created from CCSS, WIDA, Arts, and 21st century standards

which leads to...

An increase from Organized to Well Organized in student voice as measured by the 5 essentials, an increase in reading on the Star360 of 26% to 30% in SY24, 30% to 35% in SY25 and 35% to 42% in SY26. For our youngest learners, an increase on the i-Ready assessment from 34% of students meeting expectations to 40% in SY24, 40% to 45% in SY25 and 45% to 50% in SY26 in reading.



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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

Instructional Leadership Team

Dates for Progress Monitoring Check Ins

Q1	10/20/2023	Q3	3/22/2024
Q2	12/21/2023	Q4	5/31/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Our school will provide professional development anchoring in best practices on the MyView/MiVision and Skyline literacy curriculum utilized in the classroom.	School Staff	June 2024	In Progress
Action Step 1	Staff will develop skills in implementing scaffolding: modeling, bridging, schema building, contextualization, test re - presentation, and metacognitive development	All Teachers	8/16	In Progress
Action Step 2	Staff will design lessons that allow students to access academically rigorous texts and concepts while simultaneously accelerating language acquisition.	All Teachers	12/12/23 & 5/31/23	In Progress
Action Step 3	Staff will learn to develop lessons that allow students to draw on rich experiences and background knowledge ELs bring to the classroom	All Teachers		Select Status
Action Step 4	Teachers will go through a cycle of grade level peer observations and provide feedback on MyView/MiVision curriculum implementation.	All Teachers	Quarter 2	Not Started
Action Step 5	Teachers will go through coaching cycles after peer observations utilizing the coaching feedback tool (Math/ELA) (includes alignment to CCSS, text complexity, support for implementation, praise, questions/wondering and actional feedback)	All Teachers	Quarter 4	Select Status
Action Step 6				Select Status
Action Step 7				Select Status
Implementation Milestone 2	Our school will offer professional development opportunities for teachers serving English Language Learners, with a strong focus on native language instruction as a foundational component.	All Teachers	June 2024	Select Status
Action Step 1	Our ELPT will provide professional development to teachers on how English Language Learners can access the content by focusing on academic language.	All Teachers	November 2023	In Progress
Action Step 2	Teachers will have an opportunity to attend the Multilingual Illinois Statewide Conference on Decemeber 2023. The conference offers workshops for early childhood multilingual learners, best practices for ELs, equity and student access and more.	EL Teachers	December 2023	Not Started
Action Step 3	Teachers will have an opportunity to attend the Roosevelt University Dual Language Symposium offering break out sessions with topics that include bridging, addind metacognitive strategies to lessons, and celebrating culture.	Dual Language Teachers	March 2024	Not Started
Action Step 4	Teachers attending workshops will provide a workshop on their learning during school improvement day.	ILT/All Teachers	February 2024	Select Status
Action Step 5				Select Status
Implementation Milestone 3				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
 We anticipate that in SY25, we will achieve a Star360 growth percentile of 50% in Reading and in Math.
 Develop and implement a cycle of learning, observation, and feedback utilizing peer observations grade level teams using the Skyline Rigorous and Learning Experience tool.

SY26 Anticipated Milestones
 We anticipate that in SY26, we will achieve a Star360 growth percentile of 60% in Reading and in Math.
 Develop and implement a cycle of learning, observation, and feedback utilizing peer observations grade level teams using the Skyline Rigorous and Learning Experience tool.

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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 an applicable baseline 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
By the end of a three-year period, we will increase student performance on STAR 360 Reading from the 26th percentile (baseline) to the 42nd percentile by strengthening our tier one instruction and supports through continuous professional development to meet the diverse needs of our students, engaging in cycles of learning that include peer-observations and feedback during grade level team meetings using the skyline Rigorous Learning Experience Tool.	Yes <input type="checkbox"/>	STAR (Reading)	Overall <input type="text" value="Overall"/>	26	30	37	42
			Select Group or Overall <input type="text" value="Select Group or Overall"/>				
By the end of a two year period, we will increase student performance on iReady Reading from a 34th percentile (baseline) to a 50th percentile by strengthening our tier one instruction and supports through continuous professional development to meet the diverse needs of our students, engaging in cycles of learning that include peer-observations and feedback during grade level team meetings using the skyline Rigorous Learning Experience Tool.	Yes <input type="checkbox"/>	iReady (Reading)	Overall <input type="text" value="Overall"/>	34	40	45	50
			Select Group or Overall <input type="text" value="Select Group or Overall"/>				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	By the end of the first year, integrate MyView/MiVision and Skyline as our core curriculum across all grade levels and classrooms with fidelity.	By the end of the second year maintain a consistent implementation of our core curriculum and plan for tier I differentiated small group instruction utilizing STAR 360 and iReady reports to target specific skills related to the standard being addressed.	We will continue to plan for tier I differentiated small group instruction utilizing benchmark assessment skills reports to further target students' specific skills related to the standards being addressed and provide enrichment to students meeting or exceeding current standards.
C&I:4 The ILT leads instructional improvement through distributed leadership.	Throughout the year, ILT will review iReady and Star 360 skills reports and data related to instructional walkthroughs to identify areas of reading instruction that need strengthening. ILT will develop a long term plan that includes how teacher leaders will support the growth of teachers' instructional practices related to reading and how we plan on supporting new teachers coming in at later years.	The ILT will continue to review iReady and Star 360 skills reports and data related to reading instruction to determine how teachers are progressing in the identified areas of improvement. ILT will identify teacher leaders within grade level teams strong in a specific reading instructional practice(s) to oversee the implementation of said practice(s).	Based on relevant data, ILT will determine additional gaps in teachers' reading instruction. Teacher leaders will be leveraged to lead professional learning communities based on grade-level cycle needs.
Select a Practice <input type="text" value="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
percentile by strengthening our tier one instruction and supports through continuous professional development to meet the diverse needs of our students, engaging in cycles of learning that include peer-observations and feedback during grade level team meetings using the skyline Rigorous Learning Experience Tool.	STAR (Reading)	Overall <input type="text" value="Overall"/>	26	30	Select Status <input type="text" value="Select Status"/>	Select Status <input type="text" value="Select Status"/>	Select Status <input type="text" value="Select Status"/>	Select Status <input type="text" value="Select Status"/>
		Select Group or Overall <input type="text" value="Select Group or Overall"/>			Select Status <input type="text" value="Select Status"/>	Select Status <input type="text" value="Select Status"/>	Select Status <input type="text" value="Select Status"/>	Select Status <input type="text" value="Select Status"/>
strengthening our tier one instruction and supports through continuous professional development to meet the diverse needs of our students, engaging in cycles of learning that include peer-observations and feedback during grade level team meetings using the skyline Rigorous Learning Experience Tool.	iReady (Reading)	Overall <input type="text" value="Overall"/>	34	40	Select Status <input type="text" value="Select Status"/>	Select Status <input type="text" value="Select Status"/>	Select Status <input type="text" value="Select Status"/>	Select Status <input type="text" value="Select Status"/>
		Select Group or Overall <input type="text" value="Select Group or Overall"/>			Select Status <input type="text" value="Select Status"/>	Select Status <input type="text" value="Select Status"/>	Select Status <input type="text" value="Select Status"/>	Select Status <input type="text" value="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.	By the end of the first year, integrate MyView/MiVision and Skyline as our core curriculum across all grade levels and classrooms with fidelity.	On Track <input type="text" value="On Track"/>	Select Status <input type="text" value="Select Status"/>	Select Status <input type="text" value="Select Status"/>	Select Status <input type="text" value="Select Status"/>

Jump to... Reflection	Priority Root Cause	TOA Implementation Plan	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Curriculum & Instruction			
C&I:4 The ILT leads instructional improvement through distributed leadership.	Throughout the year, ILT will review iReady and Star 360 skills reports and data related to instructional walkthroughs to identify areas of reading instruction that need strengthening. ILT will develop a long term plan that includes how teacher leaders will support the growth of teachers' instructional practices related to reading and how we plan on supporting new teachers coming in at later years.				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?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
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.
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

Training on restorative practices and a plan on how to sustain it.
 Lack of continuity in restorative practices.
 Lack of a system to track attendance and a system of how to follow up.
 Need to provide families with information on the importance of attendance and the consequence of being absent.
 Need for students to have a greater sense of self-awareness (e.g. growth mindset, intrinsic motivation) (Cultivate)
 Majority of students feel safe in and outside of the school grounds. (5Essentials)
 Majority of students feel safe and connected to their their teachers (5Essentials)
 189 of 508 students participated in OST for the 23-24 school year. Team provided tutoring and enrichment programming across all grade levels and mentoring for middle school students. We targeted high priority engagement students, however, there was a greater gap with our middle school students accessing the programming. This was due to either lack of interest or commitment to other outside activities.

What is the feedback from your stakeholders?

SEL curriculum is short, extend lessons in the future.
 "The Spot" series was a great prelude to the SEL curriculum.
 Teachers are instructed to use restorative practices without knowledge of the strategies.
 Students and parents responded positively to attendance incentives

What student-centered problems have surfaced during this reflection?

Some students have excessive absences, resulting in having to attend summer school.
 Some students experience reprimands and discipline versus restorative techniques.
 Some students expressed not being self-aware or intrinsically motivated.

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?

New partnership with NewRoot to provide professional learning opportunities and coaching to support Tier I SEL practices
 An active attendance team (clerk, counselor, interventionist, admin) will create a plan to support students with frequent/chronic absences
 Reviewing end of year data to target students at beginning of this year.
 Attendance campaign informing parents of current attendance percentage and the importance of attendance.
 Daily whole school attendance announcements and continuation of attendance Incentives

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Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

present with a fixed mindset where they underestimate their capability to succeed academically.



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?

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

As adults in the building, we...

are not providing students with the opportunity to learn the necessary skills through the consistent implementation of Tier I SEL practices



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

What is your Theory of Action?

If we...

Implement SEL Tier I practices with fidelity school-wide, including setting clear indicators and scheduling regular observations, to teach skills associated with using empathy to show kindness, identifying emotions in themselves and others, and demonstrating strategies for effectively dealing with interpersonal conflict



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)"

then we see...

a nurturing and empowering environment that supports the well-being and holistic development for all students



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

which leads to...

improved academic performance, reduced absenteeism, positive behavior changes and greater school satisfaction as measured by the following:

- an attendance rate of 95%
- an on-track rate of 75%
- an increase to 50% of students reporting being in a safe, demanding, and supportive environment (5Essentials).

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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

Dates for Progress Monitoring Check Ins

Q1	10/20/2023	Q3	3/22/2024
Q2	12/21/2023	Q4	5/31/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Our school will target SEL instruction for all students through our SEL curriculum (SecondStep) and tiered intervention with 100% fidelity. We will follow established school wide expectations according to uniquely designed grade level SEL curriculum learning objectives/competencies. We will improve our practice of SEL implementation by progress monitoring and engaging in ongoing professional development and coaching cycles.	School Staff	June 2024	In Progress
Action Step 1	Establish clear implementation guidelines with fidelity, aligned with the established school-wide expectations.	CCT/Administration	Quarter 1	In Progress
Action Step 2	Identify potential challenges and strategies for addressing them, promoting a smoother implementation process.	CCT/Administration	Quarter 1	In Progress
Action Step 3	Attend professional development to gain SEL instructional strategies and deepening practices of restorative justice	NewRoot	Quarter 2	Not Started
Action Step 4	Align the curriculum with age-appropriate social-emotional skills and ensure that the content is relevant and engaging for each grade.	GLTs	Quarter 3	Select Status
Action Step 5	Conduct coaching cycles focused on the implementation of Tier 1 SEL Multi-Tiered Systems of Support	CCT/NewRoot	Quarter 4	Select Status
Action Step 6	Create an atmosphere where staff feel empowered to strengthen and model their supports to address social, emotional, and behavioral needs of all students by fostering a positive environment where students feel safe and supported while developing skills to problem-solve, think critically, and communicate	School Staff	June 2024	Select Status
Action Step 7				Select Status
Implementation Milestone 2	Conduct a comprehensive review of Social-Emotional Learning (SEL) targets and instructional pacing by analyzing survey data, identifying specific areas requiring SEL instructional support, and implementing targeted interventions to address those needs across the school year.	CCT	Quarterly	Not Started
Action Step 1	Collect and analyze survey data related to Social-Emotional Learning (SEL) from students, teachers, and staff. Identify key trends and areas where SEL instructional support is needed based on the analysis. Compile a report summarizing the findings and specific needs.	CCT	Quarter 1	Not Started
Action Step 2	Based on the identified needs, collaborate with relevant stakeholders, including teachers, counselors and community partners, to develop targeted interventions for addressing the specific SEL areas requiring support. These interventions should be well-defined, actionable, and aligned with the identified needs.	CCT	Quarter 2	Not Started
Action Step 3	Begin implementing the identified interventions within the classrooms and school environment. Monitor the progress of the interventions through regular check-ins, observations, and feedback from both teachers and students. Continuously assess the effectiveness of the interventions in addressing the identified SEL needs and make any necessary adjustments. Compile a final report summarizing the outcomes of the interventions and their impact on the targeted areas.	CCT, GLTs	Quarter 3, Quarter 4	Not Started
Action Step 4	Participate in data cycles led by CCT to monitor instructional pacing and intervention implementation, as well as review behavioral data, including referrals to the office and engagement data, including attendance tracking.	CCT, BHT, GLTs	Quarter 3, Quarter 4	Not Started
Action Step 5				Select Status
Implementation Milestone 3				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status

Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Discuss the trends from EOY student survey and discuss next steps for system wide change on how to share this information with grade level teams	
SY26 Anticipated Milestones	Develop and implement a cycle of learning, observation, and feedback utilizing peer observations grade level teams using the CASEL walk through rubric. Develop a system for identifying students needing tiered SEL intervention for internalized behaviors	

[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
By the end of the two-year period, we will increase the average daily attendance rate to 95% (from the current baseline), by implementing comprehensive student engagement strategies, improving communication with parents, and promoting the importance of regular attendance. We will measure progress quarterly, aiming for an approximate 2.5% increase every three months,	Yes	Increase Average Daily Attendance	Overall	90	95	97	98
			Select Group or Overall				
By the end of the two-year period, we will increase the 3-8th grade on-track rate to 70% (from the current baseline), by implementing Tier I SEL instruction with fidelity to promote student engagement and connectedness.	Yes	3 - 8 On Track	Overall	47	55	60	70
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	By the end of the first year, integrate the "Second Step" programs and Healing Centered Supports as the Tier 1 SEL curriculum across all grade levels and classrooms with fidelity.	In the second year, maintain a consistent implementation of the "Second Step" program and Healing Centered Supports as the school's Tier 1 curriculum to foster an inclusive and emotionally supportive student experience. Continuously monitor relevant data to assess the effectiveness of these initiatives, and make necessary adjustments to ensure their ongoing impact and alignment with our goals.	During the final year, organize and facilitate continued professional development workshop on restorative practices for teachers and staff.
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	By the end of the first year, implement personalized re-entry plans for all students exhibiting extended absences or chronic absenteeism. Our objective is to see a 7% increase in their regular attendance. Bi-monthly progress will be evaluated and plans will be adjusted as necessary.	In the second year, persist with the personalized re-entry plans, aiming for an additional 7% increase in regular attendance among these students. The monitoring and refinement of strategies will continue every two months to ensure they are addressing the root cause effectively.	During the final year, increase regular attendance by an additional 6%, thereby achieving a cumulative 20% increase over three years or reducing chronic absenteeism by 75%. Bi-monthly evaluations will remain in place, allowing us to fine-tune re-entry plans to most effectively facilitate sustained enrollment.
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
By the end of the two-year period, we will increase the average daily attendance rate to 95% (from the current baseline), by implementing comprehensive student engagement strategies, improving communication with parents, and promoting the importance of regular attendance. We will measure progress quarterly, aiming for an approximate 2.5% increase every three months,	Increase Average Daily Attendance	Overall	90	95	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
By the end of the two-year period, we will increase the 3-8th grade on-track rate to 70% (from the current baseline), by implementing Tier I SEL instruction with fidelity to promote student engagement and connectedness.	3 - 8 On Track	Overall	47	55	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	By the end of the first year, integrate the "Second Step" programs and Healing Centered Supports as the Tier 1 SEL curriculum across all grade levels and classrooms with fidelity.	On Track	Select Status	Select Status	Select Status
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	By the end of the first year, implement personalized re-entry plans for all students exhibiting extended absences or chronic absenteeism. Our objective is to see a 7% increase in their regular attendance. Bi-monthly progress will be evaluated and plans will be adjusted as necessary.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Parent and Family Plan

If Checked:	<input checked="" type="checkbox"/>	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:	<input type="checkbox"/>	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.

To elevate the impact of technology on learning within the home environment and to cultivate career readiness, a multifaceted approach is recommended. By incorporating specialized curricular workshops designed for parents, facilitated either by educators or expert consultants, we can empower parents with the tools they need to actively contribute to their children's educational journey. 🍌

These workshops would cover a spectrum of essential areas, ranging from Academics, Career Exploration, and Social and Emotional Learning (SEL). For instance, equipping parents with an understanding of Adverse Childhood Experiences (ACES) and strategies to address them would enable them to navigate and support their children through potential challenges stemming from past traumas.

Furthermore, recognizing the vital role of technology in modern education, these workshops would also encompass an orientation to the latest digital tools and resources. Parents could gain insights into how to leverage technology effectively to enhance their children's learning experiences. From online research techniques to interactive educational platforms, such training would not only bridge the generation gap in technology use but also enrich parents' ability to guide their children's digital learning.

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

- Spend Parent & Family Engagement Funds in a timely manner (Average 10%/month)
- Collaborate with parents, prioritizing PAC officers, to decide on Title I expenditures
- Assure that funds impact the majority of parents or focus on parents with students most at academic risk
- Provide up to date monthly fund reports to PAC officers
- Maintain a binder with the original documents related to PAC meetings, presentations, fund expenditures and other evidence of collaboration
- Provide support to PAC officers including but not limited to consultation about fund usage, meeting set-up, information dissemination, and organizational support