CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

CIWP Team Guidance

Name 👍	Role 👍	Email 👍
Wilson Hernandez	Teacher Leader	whernandez@cps.edu
Rebecca Weinberg	Teacher Leader	rgraham2@cps.edu
Erin Flanagan	Teacher Leader	emflanagan1@cps.edu
Olivia Stern	Teacher Leader	omstern@cps.edu
Amanda Birkeland	Teacher Leader	abirkeland@cps.edu
Susan Bronder	Teacher Leader	smbronder@cps.edu
Lydia Diaz	Curriculum & Instruction Lead	lidiaz@cps.edu
Quitina Adams	Connectedness & Wellbeing Lead	qladams@cps.edu
Jessica Broniarczyk	Inclusive & Supportive Learning Lead	jlbroniarczy@cps.edu
Iesha Thomason	LSC Member	ithomason96@gmail.com
Daniel Postlethwait	AP	dlpostlethwa@cps.edu
Patrina Singleton	Principal	psingleton@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	4/27/23	4/27/23
Reflection: Curriculum & Instruction (Instructional Core)	5/11/23	6/30/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/11/23	6/30/23
Reflection: Connectedness & Wellbeing	5/11/23	6/30/23
Reflection: Postsecondary Success	5/11/23	6/30/23
Reflection: Partnerships & Engagement	5/11/23	6/30/23
Priorities	6/26/23	8/4/23
Root Cause	6/26/23	8/4/23
Theory of Acton	6/26/23	8/4/23
Implementation Plans	6/26/23	8/4/23
Goals	8/2/23	8/4/23
Fund Compliance	8/4/23	8/11/23
Parent & Family Plan	8/4/23	8/11/23
Approval	8/4/23	8/14/23

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	10/19/2023
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
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	-Primary: all grade levels made iReady growth -3rd-6th grade: growth in STAR 360, less growth for 7th-8th -IAR: significant decrease after SY18-19 -Grades trend higher than standardized test scores for all grade levels -Scoreboard: How consistent is data? (input of 59% vs. 0%) /level of testing support from teacher ✏️	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading) STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed 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.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?** -Ambitious instruction: math- strong, english: strong, quality of discussion: weak ✏️ -Academic press: students think they are challenged "once in awhile", teachers asks difficult questions in class/on tests "once in awhile" -Teachers ranked rarely or never: quality of student discussions- showing respect towards each other and their feedback to build upon discussions	
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness 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.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** - Curriculum Implementation - need more planning time ✏️ -Supporting our STLS population - tracking progress and action planning -More SEL integration and SEL support for students -Focus on foundational skills in progress for primary grades (Skyline_ -More support for EL/DL students in progress -More writing opportunities in progress/needs more guidance -Math curriculum switch in progress for primary grades (K-2) from Illustrative Math to iReady Math -Lack of available curriculum support for EL/DL students (Skyline)	

What student-centered problems have surfaced during this reflection?

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

Students do not have access to high quality Foundational skills curriculum–especially older grades with gaps in foundational skills ✏️
Students with large gaps in foundational skills do not have access to intensive supports necessary
Students do not have access to high quality writing instruction and appropriate time to practice writing skills
Students struggle with decoding strategies/students struggle with foundational number sense skills
Students need more access to real-life application in using math skills
Students need more consistency with curriculums across grade levels and their routines/procedures
Students need more opportunities to engage intentional quality discussions with peers
Students advocate for more "academic press" according to stakeholder feedback
EL/DL students need proper modifications and accommodations within curriculums

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Inclusive & Supportive Learning Environment

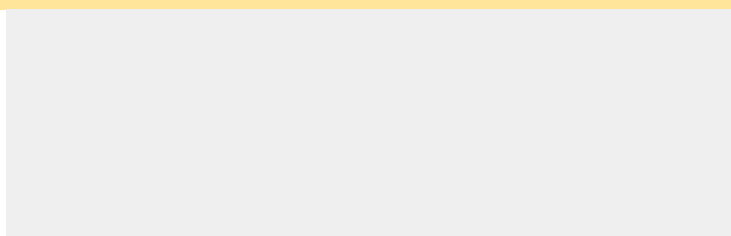| Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	Q4 attendance trending down for all groups Q4 A/B trending up for ED, DL, EL & DL, and non Q4 non-STLS trending up and STLS insignificant growth Q4 STLS 5%Fs in SY22, down to 1% in SY 23 ✏️	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey

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.	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	**What is the feedback from your stakeholders?**	ACCESS
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual	Increased parent participation through our BAC: increased parent attendance at meetings and increased parent workshops ✏️	MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS) Quality Indicators of Specially Designed Curriculum
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		EL Program Review Tool
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.		**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?**	

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

| Students are not receiving all supports due to staff shortages
Students are being flagged as tier 2/3 due to lack of foundational skills and proper phonics instruction.
Students needing tier 2 & 3 support are not receiving consistent interventions from teachers
Students whose native language is not Spanish have less support and curriculum materials in their language. ✏️ | Bilingual teacher dedicated to K-4 students
ELD Modules and EL Class Walkthroughs
More parent workshops/activities in SY23
Increase support for DL and STLS students
More collaboration time for teachers to co-plan
More collaboration before IEP meeting to determine best setting
PD for co-teaching
Mindset shifts that DL and EL students belong to all teachers, not just DL and EL teachers
Accountability for implementation of EL/DL/MTSS support with fidelity for all staff members ✏️ |

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure	5Essentials: Supportive environment; student to teacher trust fell drastically from 2022-23 (60-33) ✏️ My teacher always keeps their promises - 36% disagree Hallway and restroom - My teacher treats me with respect & I feel safe with my teachers at this school - most agree Hispanics don't feel safe - 8 weak African American Studies are reporting that they don't feel safe - 34 weak Dashboard report from SY23-24. .ISS=29, OSS=80	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC)
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
Partially	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?** High turn-out for literacy night ✏️ High turn-out for report card pick-up Fall fest Back to Brennemann Bash More opportunities for family engagement Create specific ways for students to feel safer (Hallways/bathrooms) Bathrooms too dark	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation; Enrollment & Attendance

| No | Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment. | | Student Voice Infrastructure |
| | | | Reduction in number of students with dropout codes at EOY |

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

Students do not have high trust with their teachers
Students lack intentional movement breaks
Students did not have access to in person school-wide assemblies
Students do not feel safe in the classroom, hallways, and bathrooms

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

Having a student voice committee allows student to express their concerns about fights around the school and in the bathroom
All students are receiving SEL instruction Tier 1
Parents attend school-wide events
Before and after-school programming increases well-being
EL students receive English and Native Language instruction before school but report that they do not feel safe in school
New staff members may contribute to lack of student-teacher trust
Student disruptive behaviors decreased after we sent home the behavior non-negotiable letter

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Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)		**References**	**What are the takeaways after the review of metrics?**	**Metrics**
Yes	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	The Success Bound Curriculum was implemented with 6-8th grade students We hosted a career day Q4 attendance trending down for all groups 5 Essentials data shows that a significant amount of students don't feel that attending school everyday is important.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track
Partially	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		Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
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	**What is the feedback from your stakeholders?** Parents attend 8th-grade high school info sessions Parents volunteer for career day Parents have shown interest in volunteer opportunities - field trips, etc.	9th and 10th Grade On Track Cultivate (Relevance to the Future)
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).			Freshmen Connection Programs Offered (School Level Data)
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**	
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	We launched Success Bound last school year. The curriculum supports students in self-exploration, building social capital, student success skills, and awareness of high school and post-secondary options. Students are becoming more self-aware and future-focused. Yes, since it is the second year of implementation the teachers are more prepared and they are supporting all students with goal setting.	

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

Students need ongoing carreer awareness opprotunities to help create urgency around school attendance and educational goals to help them in high school and beyond.

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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
Partially	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	Limited parents volunteering within classrooms based on teacher feedback: teachers are not seeing when parents are engaged in the school, lack of classroom volunteers and possibly teacher focusing on particular challenging relationships with parents. Parents are involved in committees but not within classroom ✍️	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data) Formal and informal family and community feedback received locally. (School Level Data)
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		
Partially	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric	**What is the feedback from your stakeholders?** There seems to be a disconnect between committees and engagement within the classroom setting. Almost like parent participation is invisible to the teaching staff. Middle school wasn't inviting to come in to help but parents knew they could if they asked. Younger grades more inviting Parents are engaged within school but not with classroom Community is getting increasingly involved, teachers and parents can feel community support more. ✍️	

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

Student's families might be overwhelmed with other life challenges to be fully invested in their child's day to day school life.
Student's families might be unsure of opportunities where they can be involved in their student's school.
Student's need teachers and families to build trust to help the students grow academically. ✍️

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?

Committee growth is helping to grow parent trust
Virtual options are making activities more accessible to working, busy families
Parents trust the teachers, keeping communication lines open

Parent workshops are working and helpful for parents especially English Language Learners ✍️

Partnership & Engagement

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

Q4 attendance trending down for all groups
Q4 A/B trending up for ED, DL, EL & DL, and non
Q4 non-STLS trending up and STLS insignificant growth
Q4 STLS 5%Fs in SY22, down to 1% in SY 23

What is the feedback from your stakeholders?

Increased parent participation through our BAC: increased parent attendance at meetings and increased parent workshops

What student-centered problems have surfaced during this reflection?

Students are not receiving all supports due to staff shortages
Students are being flagged as tier 2/3 due to lack of foundational skills and proper phonics instruction.
Students needing tier 2 & 3 support are not receiving consistent interventions from teachers
Students whose native language is not Spanish have less support and curriculum materials in their language.

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?

Bilingual teacher dedicated to K-4 students
ELD Modules and EL Class Walkthroughs
More parent workshops/activities in SY23
Increase support for DL and STLS students
More collaboration time for teachers to co-plan
More collaboration before IEP meeting to determine best setting
PD for co-teaching
Mindset shifts that DL and EL students belong to all teachers, not just DL and EL teachers
Accountability for implementation of EL/DL/MTSS support with fidelity for all staff members

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Determine Priorities

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

Students...

Students are not receiving consistent support and services from staff: interventions for MTSS, EL and DL 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.

Root Cause

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

As adults in the building, we...

need clarity on the protocols and consistent implementation for MTSS, co-teaching, and supporting ELs, along with professional development and planning time.

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.

Theory of Action

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What is your Theory of Action?

If we....

provide clarity and consistently implement an equity-based MTSS Framework, establish a school-wide co-teaching model that supports all students, including DL and EL students and provide intentional, job-embedded professional development and planning time

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

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....

students receiving evidence-based interventions and consistent progress monitoring (as evidenced in Branching Minds), systematic co-teaching, and differentiated and equity-based learning that is aligned with grade-level standards.

which leads to...

students receiving T2/T3 interventions meeting their MTSS Goal, students meeting or exceeding their growth targets iReady and Star 360, and an increased percentage of students meeting or exceeding expectations in reading and math on the IAR, including DL students.

Implementation Plan

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan 🖐️

Dates for Progress Monitoring Check Ins

Q1	10/19/2023	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	100% of teachers receive introductory training on co-teaching expectations, complete the collaboration form, develop the MTSS framework, and begin implementation of MTSS Cycle #1	MTSS Lead & Case Manager	10/19	In Progress
Action Step 1	Co-teaching PD	Case Manager	Ongoing	In Progress
Action Step 2	Planning meeting for co-teachers	Case Manager and Admin	Ongoing	In Progress
Action Step 3	MTSS Team & Meet	MTSS Lead	10/19	In Progress
Action Step 4	GLT on MTSS Framework	MTSS Lead	10/19	In Progress
Action Step 5	Finalize co-teaching collaboration form	Case Manager and Admin	10/19/23	In Progress
Implementation Milestone 2	Implement peer observations and a PLC where teachers will collaboratively work together using the problem solving process to share best practices around co-teaching.	ILT & Case Manger	12/21/23	Select Status
Action Step 1	Establish a protocol for peer observations and a start date	ILT & DL Team	12/21/23	Select Status
Action Step 2	Establish dates and a protocol for the problem solving process	ILT & DL Team	12/21/23	Select Status
Action Step 3	Identify a coordinator for peer observation	Admin	12/21/23	Select Status
Action Step 4	Identify a coordinator for the problem solving process	Admin	12/21/23	Select Status
Action Step 5				Select Status
Implementation Milestone 3	Development of MTSS Menu of Interventions and co-teaching planning schedule is established	Admin, MTSS, Case Manager	3/22/23	Select Status
Action Step 1	MTSS begins collecting research based interventions and storing them in a shared file.	MTSS Lead & Team	3/22/23	Select Status
Action Step 2	MTSS team supports teachers in decision-making about the use of interventions	MTSS Lead & Team	12/21/23	Select Status
Action Step 3	Create and share schedules with staff	MTSS Lead	10/19	Select Status
Action Step 4	Plan for coverage (subs) or budget considerations for after school pay	Admin	10/19	Select Status
Action Step 5				Select Status
Implementation Milestone 4	Co-teaching expectations are revised and model co-teaching teams lead back to school pd	ILT, Case Manager, DL Team	5/31/23	Select Status
Action Step 1	Engage in data collection and review of co-teaching SY24	ILT, Case Manager and DL Team	5/31/23	Select Status
Action Step 2	Make revisions to Brennemann Co-teaching expectations	ILT, Case Manager, DL Team	5/31/23	Select Status
Action Step 3	Identify high performing co-teaching teams to lead back to school pd	ILT, Case Manager, DL Team	5/31/23	Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Teachers are confident and consistent in the use of our MTSS Menu of researched based interventions and progress monitoring tools and strategies, including EL strategies and support	🖐️

Inclusive & Supportive Learning Environment

| SY26 Anticipated Milestones | 100% of teachers implement an effective/collaborative co-teaching model and MTSS expectations, including reflecting (data conversation) on progress in grade-level team meetings and course correction. | ✏️ |

Goal Setting

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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 on applicable baselines and trend data).

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

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

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

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

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

Resources: 🚀

IL-EMPOWER Goal Requirements

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

Performance Goals

Numerical Targets [Optional] ✏️

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
90% of students receiving T2/T3 interventions meet their MTSS Goal	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall	83	85	87	90
			African American	83	85	87	90
25% of students meet or exceed expectations in ELA on the IAR, including DL students	No	IAR (English)	Overall	14	18	22	25
			Students with an IEP	2	5	8	10

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✏️	Specify your practice goal and identify how you will measure progress towards this goal. ✏️		
	SY24	SY25	SY26
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Team rates as developed or high on the MTSS continuum	Teachers use evidence-based interventions and progress monitoring tools found in our school-wide menu of interventions	MTSS team and grade/content level teams regularly evaluate processes and data review data that is varied, student-focused, includes student voice and is equitable to all.
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	The bilingual department will complete the EL placement tool to ensure that all students are placed with the appropriate EL endorsed teachers.	60% of teachers have their ESL endorsement - advertise and hiring preference	80% of teachers have their ESL endorsement- advertise and hiring preference
I&S:3 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.	Co-teaching team engages in a collaborative process (Section 7 and LRE Grid) to ensure that students are placed in the least restrictive environment.	60% of teachers move from the teach and assist/observe co-teaching model to a combination of teaming, alternate, and station teaching models	80% of teachers move from the teach and assist/observe co-teaching model to a combination of teaming, alternate, and station teaching models

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SY24 Progress Monitoring

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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 receiving T2/T3 interventions meet their MTSS Goal	% of Students receiving Tier 2/3 interventions meeting targets	Overall	83	85	Select Status	Select Status	Select Status	Select Status
		African American	83	85	Select Status	Select Status	Select Status	Select Status
25% of students meet or exceed expectations in ELA on the IAR	IAR (English)	Overall	14	18	Select Status	Select Status	Select Status	Select Status

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

Inclusive & Supportive Learning Environment

expectations in ELA on the IAR, including DL students	IAR (English)	Students with an IEP	2	5	Select Status	Select Status	Select Status	Select Status

Practice Goals		**Progress Monitoring**			

Identified Practices	**SY24**	**Quarter 1**	**Quarter 2**	**Quarter 3**	**Quarter 4**
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Team rates as developed or high on the MTSS continuum	Select Status	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.	The bilingual department will complete the EL placement tool to ensure that all students are placed with the appropriate EL endorsed teachers.	Select Status	Select Status	Select Status	Select Status
I&S:3 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.	Co-teaching team engages in a collaborative process (Section 7 and LRE Grid) to ensure that students are placed in the least restrictive environment.	Select Status	Select Status	Select Status	Select Status

Connectedness & Wellbeing

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.
Partially	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?

5Essentials: Supportive environment; student to teacher trust fell drastically from 2022-23 (60-33)
My teacher always keeps their promises - 36% disagree
Hallway and restroom -
My teacher treats me with respect & I feel safe with my teachers at this school - most agree
Hispanics don't feel safe - 8 weak
African American Studies are reporting that they don't feel safe - 34 weak
Dashboard report from SY23-24. .ISS=29, OSS=80

What is the feedback from your stakeholders?

High turn-out for literacy night
High turn-out for report card pick-up
Fall fest
Back to Brennemann Bash
More opportunities for family engagement
Create specific ways for students to feel safer (Hallways/bathrooms)
Bathrooms too dark

What student-centered problems have surfaced during this reflection?

Students do not have high trust with their teachers
Students lack intentional movement breaks
Students did not have access to in person school-wide assemblies
Students do not feel safe in the classroom, hallways, and bathrooms

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

Having a student voice committee allows student to express their concerns about fights around the school and in the bathroom
All students are receiving SEL instruction Tier 1
Parents attend school-wide events
Before and after-school programming increases well-being
EL students receive English and Native Language instruction before school but report that they do not feel safe in school
New staff members may contribute to lack of student-teacher trust
Student disruptive behaviors decreased after we sent home the behavior non-negotiable letter

Determine Priorities

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

Students...

Students do not feel safe in all areas of the school.

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

will consistently hold students to high standards which generates consistency in implementation of behavioral and procedural expectations.

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.

Theory of Action

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What is your Theory of Action?

If we....

Provide ongoing learing opprotunities around classroom community building and restorative practices, continuously monitor the effectiveness of our behavioral system throughthe year, share date from the walkthrough tool and engage stakeholders in course corrections based on student perspective data

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Connectedness & Wellbeing

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 building strong positive classroom communities by setting clear expectations around behaviors and procedures. Students being held to clear and consistent logical expectations (by adults and peers) in an overall safer and restorative environment and; an increased student connection to both the classroom and the Brennemann community

which leads to...

improved results in Student Perspective data, a decrease in misconduct reports in Aspen and an improved rating in the 5 Essentials student survey by the end of SY26.

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 ✍️

Climate and Culture team/Fine Arts Team/BHT

Dates for Progress Monitoring Check Ins

Q1	10/19/2023	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	100% of staff trained in the behavioral system and SEL expectations (including community building) and shared with all stakeholders. 100% of targeted students take Student Perspective/Climate Survey.	Admin/Climate and Culture Team	Week 0 (August 18 ,2023)	In Progress
Action Step 1	Staff PD around school-wide expectations, Classroom Management, and Behavior Management	Admin/Climate and Cultrue team	Week 0 (August 18, 2023)	Completed
Action Step 2	Staff submit Classroom Discipline Plan	All Teaching Staff	Week 2 (September 1, 2023)	Select Status
Action Step 3	Staff submit Classroom Behavior Plan	All Teaching Staff	Week 2 (September 1, 2023)	Select Status
Action Step 4	BHT and School Climate and Culture Team work with staff to support Tier 1 and Tier 2 supports as needed	BHT/Climate and Cluture Team	Ongoing	Select Status
Action Step 5	Monitor implementation of SEL Instruction. SEL Instruction on lesson plans and time distribution.	Admin/Leadership Team	Ongoing	Select Status
Implementation Milestone 2	Survey data (1-8 and cluster), student referral data and culture walkthrough data has been shared in GLTs with action steps.	Climate and Cluture Team	10/19/2023	Select Status
Action Step 1	Create Student Climate Survey and differentiate for cluster	Climate and Culture Team	10/06/2023	Select Status
Action Step 2	Students in grades 1st-8th and cluster classrooms will take the student survey	Classroom teachers	10/19/2023	Select Status
Action Step 3	Create walkthrough tool/rubric	Admin/Cimate and Culture Team	9/15/2023	Completed
Action Step 4	Administer walkthrough in all classrooms and common areas.	Admin/Cimate and Culture Team	Ongoing	Select Status
Action Step 5				Select Status
Implementation Milestone 3	Mandatory parent meetings launched (5-8) to review expectations, review behavior contract, strengthen our partnership, and consider how parents can help at home (incentives/consequences).	Culture and Climate Team	August 18, 2023 and quarterly.	In Progress
Action Step 1	Create quarterly parent and student contract	Culture and Climate team	August 18, 2023	Completed
Action Step 2	Outline meeting dates and advertise	Culture and Climate team	10/06/2023	Select Status
Action Step 3	Create the meeting agenda	culture and Climate team	10.06.2023	Select Status
Action Step 4	Set up a system to monitor student progress towards our quarterly goals	Culture and Climate team	10/06/2023	Select Status
Action Step 5	Plan quarterly student incentives	Admin/Culture and Climate team	10/06/2023	In Progress
Implementation Milestone 4	Student Voice Committee is meeting consistently and students engage in round table discussions about student safety and connectedness. 5 Essentials data shows improvement in safety (50).	Admin/SVC lead	10/13/2025	Select Status
Action Step 1	Create Student Voice Committee and provide learning on its purpose.	Admin/SVC lead	10/13/2025	Select Status
Action Step 2	SVC works with students and Fine Arts Team to plan enrichment activities and OST.	Admin/SVC lead	06/01/2023	Select Status
Action Step 3	Review 5E's data & Student Survey Data	Admin//Culture and Climate Team	Ongoing	Select Status
Action Step 4	100% of students participate in circles.	Teaching staff	Ongoing	Select Status
Action Step 5				Select Status

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

Connectedness & Wellbeing

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
Various restorative practices are consistently implemented, including restorative conversations, restorative language, circles, and peer juries. The overall score on 5Essentials Safety is 70.

SY26 Anticipated Milestones
Overall score on 5Essentials Safety is 85.

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Goal Setting

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	SY24	SY25	SY26
					Numerical Targets [Optional] ✍		
25% decrease in Misconduct reports by SY 26	Yes	Other	African American Female	57: SY22/23			
			African American Male	118: SY22/23			
Increase from yellow to green on 5 Essentials	No	5E: Supportive Environment	Overall	Yellow Weak (25): SY22			
			African American	Yellow Weak (20): SY 22/23			

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:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BTH meets bimonthly to review teacher concerns and student referrals.	Engage parents in grades 5th-8th around Restorative practices and stregthen the home to school connection.	Staff and Admin continue to course correct based on an anaylsis of the Cultivatent Student Survey data.
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	The Restorative Practice team trains all teachers to facilitate talking circles daily to help build community in the classroom.The student voice committee is launched and has a consistent meeting cadence.	Restorative practices training continues to strengthen our teacher practice and our student voice committee begins to work to help peer-to-peer conflict.	Teachers integrate Sociasl Emotional Learning in all core classes and receive training around Arts Intergration and SEL.
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	The culture and climate team facilitates professional learning for teachers to build strong classroom communities by outlining clear classroom expectations, consistent delivery of SEL curriculum, and the expectation that 100% of teachers submit and implement a classroom management and behavior management plan.	The climate and culture team continues to strengthen teacher practice in creating a positive and inclusive classroom community, building on the successes of the previous year and implementing course corrections.	The climate and culture team will engage in a team self-reflection to identify ways to maintain and strengthen our school cilmate and culture.

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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

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

Connectedness & Wellbeing

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
25% decrease in Misconduct reports by SY 26	Other	African American Female	57: SY22/23		Select Status	Select Status	Select Status	Select Status
		African American Male	118: SY22/23		Select Status	Select Status	Select Status	Select Status
Increase from yellow to green on 5 Essentials	5E: Supportive Environment	Overall	Yellow Weak (25): SY22		Select Status	Select Status	Select Status	Select Status
		African American	Yellow Weak (20): SY 22/23		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:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BTH meets bimonthly to review teacher concerns and student referrals.	Select Status	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	The Restorative Practice team trains all teachers to facilitate talking circles daily to help build community in the classroom.The student voice committee is launched and has a consistent meeting cadence.	Select Status	Select Status	Select Status	Select Status
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	The culture and climate team facilitates professional learning for teachers to build strong classroom communities by outlining clear classroom expectations, consistent delivery of SEL curriculum, and the expectation that 100% of teachers submit and implement a classroom management and behavior management plan.	Select Status	Select Status	Select Status	Select Status

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

IL-Empower

IL-EMPOWER GRANT ASSURANCES

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

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

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

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

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

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

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

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

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

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

IL-EMPOWER SMART GOALS

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

IL-Empower Goals Must have a Numerical Target	Select a Goal Below	Student Groups	Baseline	SY24	SY25	SY26
Required Math Goal	IAR (Math): 25% of students meet or exceed expectations in Math on the IAR	**Overall**				
		Students with an IEP				
Required Reading Goal	**IAR (English): 25% of students meet or exceed expectations in ELA on the IAR, including DL students**	**Overall**	14	18	22	25
		Students with an IEP	2	5	8	10
Optional Goal	**Select a Goal**					

If Checked: Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections	☑	**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.
If Checked: No action needed	☐	**Our school is a non-Title I school that does not receive any Title I funds.** **(Continue to Approval)**

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

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

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

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

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

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

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

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

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

SCHOOL & FAMILY COMPACT

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

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

☑ The school will hold parent-teacher conferences.

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

☑ The school will provide parents reasonable access to staff.

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

☑ The parents will support their children's learning.

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

Brennemann does receive Title 1 funding, so we developed specific strategies for our DL & EL students and parents.
Strategies for EL Students/Families
Translation services for meetings - BAC, PAC, LSC, and Parent Teacher Conferences
Strategies for DL, EL and All students/Families
Parent workshops on SEL (regulation skills), student data review, how parents/guardians can support academics at home
Various modes of communication - SNAP!CNXT APP, Newsletters (Paper & Email)
Parent & Family Engagement Budget
$1640 (Parent Trainings), $1634 Translation Services, $1410 (SNAP!CNXT APP)

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