CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

Name ✍	Role ✍	Email ✍
Alicia Lewis	Inclusive & Supportive Learning Lead	aclewis@cps.edu
Yuvlanda Curry	Curriculum & Instruction Lead	yscurry@cps.edu
Wanda Linton	LSC Member	wflinton@cps.edu
Megan Dykes	Interventionist	mknorris1@cps.edu
Pamela Haynie	Connectedness & Wellbeing Lead	plhaynie@cps.edu
Lynette Simpkins	Teacher Leader	lgsimpkins@cps.edu
Rickey Royal	Dean of Students	rdroyal@cps.edu
Elizabeth Quintana	Teacher Leader	ealvarez2@cps.edu
Marta Flores	ELPT	meflores7@cps.edu
Gerrard Lamour	LSC Member	gerrardlamour7@gmail.com
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	7/6/23	7/6/23
Reflection: Curriculum & Instruction (Instructional Core)	7/13/23	7/17/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/13/23	7/17/23
Reflection: Connectedness & Wellbeing	7/13/23	7/17/23
Reflection: Postsecondary Success	7/17/23	7/21/23
Reflection: Partnerships & Engagement	7/17/23	7/21/23
Priorities	7/13/23	7/13/23
Root Cause	7/13/23	7/21/23
Theory of Acton	7/20/23	7/27/23
Implementation Plans	7/24/23	8/1/23
Goals	7/17/23	7/28/23
Fund Compliance	8/1/23	8/15/23
Parent & Family Plan	8/1/23	8/15/23
Approval	9/15/23	9/15/23

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

CIWP Progress Monitoring Meeting Dates ✍️

Quarter 1	10/18/2023
Quarter 2	12/20/2023
Quarter 3	3/20/2024
Quarter 4	5/22/2024

Indicators of a Quality CIWP: Reflection on Foundations	Resources 🚀
Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.	[Reflection on Foundations Protocol](#)
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.	

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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	[CPS High Quality Curriculum Rubrics](#)	All staffed teachers had access to Iready and Skyline. A major drawback was that although access was granted, many did not spend the time unpacking the curriculum. Our 3rd, 4th, 5th and 6th grade classrooms positions were covered by either a Core Cadres or Substitue for either the entire year or half the year, which limited their access to the curriculum. Our Star 360 data reflects students who had limited exposure to high quality instruction from certified teachers. The data reflects the following: 3rd grade: 15 % on track for reading and 16% on track for math, 4th grade: 8% on track for reading and 17% for math, 5th grade: 4% on track for reading and 9% on track for math, 6th grade: 13% on track for reading and 17% on track for math, 7th grade: 14% on track for reading and 17% on track for math and 8th grade: 5% on track for reading and 9% on track for math. K-2 used Iready with fidelity and it's evident bt their data: Kindergarten has 42% of their students on track and early grade ready for math and 84% on track for reading; 1st Grade had 33% on track for math and 46% on track for reading and 2nd grade has 8% on track for math and 16% on track for reading (Grade 1- 2 was a split classroom with 37 students, and 3 of the second grade students did not benefit for early intervention. Their first time consistently attending school was 1st grade.). K-2 is the only grade band that had consistent license teaching staff. Curricular material and resources for all classrooms substitutes and cadres was made availble by administration and a detail walthrough of learning task and standards given, prior to them being released to independently instruct classroom.	[IAR (Math)](#)
All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.			[IAR (English)](#)
			Rigor Walk Data (School Level Data)
Partially	[Rigor Walk Rubric](#)		[PSAT (EBRW)](#)
Students experience grade-level, standards-aligned instruction.	[Teacher Team Learning Cycle Protocols](#)		[PSAT (Math)](#)
	[Quality Indicators Of Specially Designed Instruction](#)		[STAR (Reading)](#)
	[Powerful Practices Rubric](#)	**What is the feedback from your stakeholders?**	[STAR (Math)](#)
Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage			

Partially	(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.	[Learning Conditions](#)	

Our teachers struggled with connecting with students which impacted and escalated discipline incidents. Parents expressed frustration with classroom discipline concerns. Teachers struggled with Tier I curriculum and teaching split level classrooms and new grade levels, and effectively leveraging the curriculum resources that support defferentiated instruction. Due to the staffing shortage we had a number of classrooms grades 3-8 with cadres. Cadres struggled with the curriculum and instructional strategies as staff members without a background in pedagogy or planning. Key leadership team members (principal, AP, Interventionist, Case Manager) often covered classrooms until cadres were secured, and new teachers at MOY. Teachers in split grade classrooms 1st/2nd and 7/8 struggled with the planning and assessment demands of two grade levels. ✍️

Partially	The ILT leads instructional improvement through distributed leadership.	[Continuum of ILT Effectiveness](#) [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.	[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 based professional development for teachers (ELA and Math), implementing the curriculum with fidelity is critical SY 24. We have partnered with Professional Learning partners Lead 180 and Curriculum and Associates to support our teachers with implementing curriulum with fidelity, aspects of rigor, ans unpacking ELA and Math standards for standards aligned instrcution and, training all teachers in strategies to increase student discourse. Consistent coaching and observational feedback cycles for teachers schedule now that we have full staffing. ✍️

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 have access to high quality Tier I curriculum and instructional resources; however, teachers need targeted curriculum based professional learning to improve instrcutional planning, and high quality targeted interventions aligned to our student achievement data. Improved formative feedback from teachers will support student in improving their sense of agency and identity as learners. We have a number of new teachers who struggled with building strong Tier I SEL and Behavior Management in their classrooms, which impacted consistent instructional routines for students and a sense of classroom community to daily execute high quality instruction. ✍️

[iReady (Reading)](#)

[iReady (Math)](#)

[Cultivate](#)

[Grades](#)

[ACCESS](#)

[TS Gold](#)

[Interim Assessment Data](#)

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	✏️ Our Intervention logged interventions for her scheduled roster of students, as well as students in Benchmark grades 3,6,8. Grade 7/8 was a split classroom with a newcomer students, the 3rd grade teacher transitioned out of the classroom at the beginning of Sememster II SY 23. Teacher is classrooms at the start of SY 22-23 were not Branching Minds trained. There were missed opportunities to provide target interventions for those in need. We did not have a Bilingual/ESL endorsed ELPT SY 22-23. This impacted our ability to provided targeted EL support to students in the Bilingual Program, and effectively engage with Bilingual parents through BAC. The SY 21-22 Bilingual Coordinator transitioned from CPS SY 23; we were unable to secure a fulltime support person for this position. Some of our veteran teachers have the ESL endorsement, but do not speak Spanish. Our Spanish sepaking staff members did not have the Bilingual/ESL endorsement. This impoacted our ability to provide systemic ELD professional learning for our teaching staff and cadre staff SY 22-23. We must provide and offer accelaration and intervention support for our ELs SY 23-24 during the instructional day as well as after school. We were also short staffed in our DL classrooms SY 22-23. Cadre teachers supported students in our Sped Resource classrooms SY 22-23, as we did not have certified DL teachers in the grades 3-8 Sped Resource classrooms. However, our case manager collect data from the Cadres through the Teacher Input Form, intervention and assessment data from the school Intervention, classwork samples, grades from the Cadre teacher to develop IEPs for the students in the grades 3-8 SPED resource classrooms.	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS) Quality Indicators of Specially Designed Curriculum EL Program Review Tool
No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo		
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?** ✏️ Our Bilingual parents were understanding of the school's challenges SY 22-23 with providing targeted and consistent language supports for ELs in our classrooms, due to a lack of a SY 23 ELPT and teachers lacking the Bilingual/ESL certification. DL ans EL program parents expressed support and encouraged that the school will be fully DL staffed SY 22-23, and with more new teachers with the Bilingual/ESL endorsement in each grade band. DL, and additional academic resources that have been purchased for these programs to support during school and out of school intervention.	
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual		

Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
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?

We will have a fulltime Bilingual Coordinator/ELPT for SY 24. ✏️ The ELPT will work closely with the School Intervention to review the SY 23 EL Access data and determine appropriate during school and out of school interventions in ELA and Math to accelerate learningfor our ELs. We are planning quarterly PD/learning for our general ed teachers to increse their knowledge of the WIDA Can Do Descriptors and underTanding their students ACCESS achievement data for SY 22-23, and implications for their lesson planning and intervention SY 22-23. We have hired teachers in grades 3, 5, and 6-8 ELA who have the ESL endorsement. The reconfigured MTSS team has developed a bi-weekly meeting schedule to review student achievement data and interventions entered in Branching Minds. The new SY 24 will conduct an initial staff in-service on Branching Minds for all classroom teachers, with the expectation that all teachers will consistently use Branching Minds SY 23-24 to log and monitor student interventions. We are improving our MTSS systems and structures for SY 24 to include consistent meetings with a pre-set focus, data informed practice using screener data to develop student support plans based on trend data analysis minimially at the Foundational level according to the continuum, to improve teacher understanding and use of progress monitoring tools for tiered intervention to align to identified student still deficit, ans the MTSS Problem Solving Flow Chart.

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.

EL and DL students did not have access to EL supports on a daily basis, through certified ✏️ teachers across the core content areas. DL and EL need sprcific intervention suppoets aligned to their indentified language development needs and specialized instruction.

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially — Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure	We started the year with a strong BHT that met weekly and was heavily focused on connecting our students to our school community and addressing student's daily SEL needs. Staff transitions derailed the BHT (1 counselor out on an extended medical leave and the other transitioned to another school mid year), however, remaining members of the team made daily consistent efforts to engage students in Second Step and Counselor/Social Work Check In's. Students who were identifed as being Tier III students had designated staff people to whom they did daily check in's and they also ✏️	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100

people to whom they did daily check-ins and they also participated in SEL/Behavioral Health groups. With the hire of a Dean in Febraury,who also serves as Climate and Culture Lead, a heavy emphasis was placed on the building of culture and climate team to strengthen the relationships between staff , student to student relationship and student to staff relationship. The team organized Student versus Staff Basketball Game, Talent Show and Field Day and a variety of staff outings geared at celebrating staff and their daily accomplishments. A considerable amount of work has been done with the Network's Restorative Practice Liasion to build systems and structures that are more restorative in nature and addresses the trauma needs of our students. Members of the team, as well as teacher teams met sometimes weekly with Mr. Thomas to build a strong system around restoring students back to the milieu rather than isolating them or being punitive and addressing the root causes of behaviors. l

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.	
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	

What is the feedback from your stakeholders?

Students have expressed the need for opportunities to be more involved in providing input in decsions that impact their sense of connectedness to the school and building stronger relationships with staff members, exploring their sense of identity and agency through Student Government, Student Ambassadors, sports, school beautification, and Arts enrichment.

[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 exclusionary discipline (School Level Data)

[Enrichment Program Participation: Enrollment & Attendance](#)

[Student Voice Infrastructure](#)

[Reduction in number of students with dropout codes at EOY](#)

What student-centered problems have surfaced during this reflection?	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.	
Our identified priority conditions according to our student 2023 Cultivate data are as follows: Priority Condition 1: Teacher Caring, Priority Condition 2: Affirming Identities, Priority Condition 3: Student Voice. What teachers do and say—their daily practices in their classrooms—has a strong influence on how students experience school, their perceptions about themselves and the effort they put into their work. Exploring students' Mindsets & Strategies is key to understanding why they get the grades they do.	We are reopening the Bright School Store and the token economy system of Bright Bucks where students are rewarded for being "caught doing the right thing" under the three pillars of Be Safe, Be Respectful, Be Responsible. We are expanding our OST (Out of School Time) programming options for SY 24-26. Students will have the opportunity to select specialized Fine and Paerforming Arts specialty focus areas in grades 5-8. These are progrogramming options beyond whole class specials programming. Facilities upgrades and resources to support FPA program expansion.

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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)](#)	Middle school will have an entire prep period this school year dedicated to College and Career Compentency using CPS Success Bound curricula. The Climate and Culture team has created a monthly schedule to highlight different career and college options for our students to increase awareness of their opportunities for Post Secondary success.	[Graduation Rate](#) [Program Inquiry: Programs/participation/attainment rates of % of ECCC](#) [3 - 8 On Track](#)
Yes Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	[Individualized Learning Plans](#)		[Learn, Plan, Succeed](#) [% of KPIs Completed (12th Grade)](#)

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](#)

What is the feedback from your stakeholders? ✍️

Students and parents have asked for increased opportunites to explore CPS high school program options, including CTE and information regarding HS training programs likned to internship and apprentive opportunities..

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? ✍️

The School Counseling team is developing a calendar of HS exploration visits for students at CPS HS with CTE programs that students have expressed interest in, engage with HS counselors to schedule quarterly "shadow days" for 6th-8th grade students. We will engage parents to particiopate in the shadow days with students.

[College Enrollment and Persistence Rate](#)

[9th and 10th Grade On Track](#)

[Cultivate (Relevance to the Future)](#)

Freshmen Connection Programs Offered (School Level Data)

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

Students were not properly introduced to College and Career resources by the counselor early enough in the year to make adequate choices about high school placement. We currently have a Post Secondary Team in place that will ensure that options are pursued throughout the year in various formats and caters to the needs and interests of our diverse student population. ✍️

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	School proactively works to build relationships with the family of our students to ensure that they are active stakeholders and a relevant voice in the academic life of their children. The Culture and Climate Team is working with parents and community stakeholders to prioritze their interest and aligned them to the needs and goals of the school. They are creating a calendar of events to which community stakeholders are encouarged to aid in the development and planning of events and activities. ✍️	Cultivate

5 Essentials Parent Participation Rate

5E: Involved Families |
| Partially | Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. | Reimagining With Community Toolkit | | 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) |
| 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 | **What is the feedback from your stakeholders?**

Stakeholders would like greater involvement and be included in student centered engagement activities. Parents want to ✍️ | Formal and informal family and community feedback received locally. (School Level Data) |

& CIWP).

in student-centered engagement activities. Parents want to see the staff engaging in community events such as neighborhood festivals, park district activities, and sports related activities that students are participating in.

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.

Staff will need to work hard to foster relationships of trust with students. Students in the past did not feel as if staff value or trust their opinions. They did not feel as if their voice was accepted or appreciated. Building trusting relationships with staff and students will be the biggest barrier that may arise. Currentle, our staff is working hard to foster healthy relationships and building positive realionships with students and their families.

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?

The Climate and Culture Team is working to create opportunites for students to advocate for themselves and build upon the voiced desires. The implementation of College and Career Fair and College Spirit Day in our building to foster and create interest by our students. Do not perceived any barriers in accomplishing any goals.

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

Curriculum & Instruction

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. |

| Partially | Students experience grade-level, standards-aligned instruction. |

| Partially | Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn. |

| Partially | The ILT leads instructional improvement through distributed leadership. |

| 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?

All staffed teachers had access to Iready and Skyline. A major drawback was that although access was granted, many did not spend the time unpacking the curriculum. Our 3rd, 4th, 5th and 6th grade classrooms positions were covered by either a Core Cadres or Substitue for either the entire year or half the year, which limited their access to the curriculum. Our Star 360 data reflects students who had limited exposure to high quality instruction from certified teachers. The data reflects the following: 3rd grade: 15 % on track for reading and 16% on track for math, 4th grade: 8% on track for reading and 17% for math, 5th grade: 4% on track for reading and 9% on track for math, 6th grade: 13% on track for reading and 17% on track for math, 7th grade: 14% on track for reading and 17% on track for math and 8th grade: 5% on track for reading and 9% on track for math.   K-2 used Iready with fidelity and it's evident bt their data: Kindergarten has 42% of their students on track and early grade ready for math and 84% on track for reading; 1st Grade had 33% on track for math and 46% on track for reading and 2nd grade has 8% on track for math and 16% on track for reading (Grade 1- 2 was a split classroom with 37 students, and 3 of the second grade students did not benefit for early intervention. Their first time consistently attending school was 1st grade.). K-2 is the only grade band that had consistent license teaching staff. Curricular material and resources for all classrooms substitutes and cadres was made availble by administration and a detail walthrough of learning task and standards given, prior to them being released to independently instruct classroom.

What is the feedback from your stakeholders?

Our teachers struggled with connecting with students which impacted and escalated discipline incidents. Parents expressed frustration with classroom discipline concerns. Teachers struggled with Tier I curriculum and teaching split level classrooms and new grade levels, and effectively leveraging the curriculum resources that support defferentiated instruction. Due to the staffing shortage we had a number of classrooms grades 3-8 with cadres. Cadres struggled with the curriculum and instructional strategies as staff members without a background in pedagogy or planning. Key leadership team members (principal, AP, Interventionist, Case Manager) often covered classrooms until cadres were secured, and new teachers at MOY. Teachers in split grade classrooms 1st/2nd and 7/8 struggled with the planning and assessment demands of two grade levels.

What student-centered problems have surfaced during this reflection?

Students have access to high quality Tier I curriculum and instructional resources; however, teachers need targeted curriculum based professional learning to improve instrcutional planning, and high quality targeted interventions aligned to our student achievement data. Improved formative feedback from teachers will support student in improving their sense of agency and identity as learners. We have a number of new teachers who struggled with building strong Tier I SEL and Behavior Management in their classrooms, which impacted consistent instructional routines

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?

Curriculum based professional development for teachers (ELA and Math), implementing the curriculum with fidelity is critical SY 24. We have partnered with Professional Learning partners Lead 180 and Curriculum and Associates to support our teachers with implementing curriulum with fidelity, aspects of rigor, ans unpacking ELA and Math standards for standards aligned instrcution and, training all teachers in strategies to increase student discourse. Consistent coaching and observational feedback cycles for teachers schedule now that we have full staffing.

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

Curriculum & Instruction

Management in their classrooms, which impacted consistent instructional routines for students and a sense of classroom community to daily execute high quality instruction.

staffing.

Determine Priorities

Resources: 🚀

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

[Determine Priorities Protocol](#)

Students...

Students need access to effective high quality Tier I instruction across content areas. Students need Reading and Math interventions that is informed by the MTSS problem solving process and achievement data analysis. ✍️

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

Resources: 🚀

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

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

As adults in the building, we...

need to deliver effective high quality Tier I instruction and interventions in core content, analyze and interpret student data to adjust instruction where needed. ✍️

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

What is your Theory of Action?

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

Curriculum & Instruction

Resources: 🚀

If we....

effectively deliver high quality Tier I instruction and provide students with research based interventions in the core content and make the necessary adjustments to support student learning and progress montior the interventions and academic supports put in placed based off the data

then we see....

students engaged in Tier I instruction with productive rigor, teachers and Interventionist providing academic supports and interventions from both Amira and Iready that are flexible and based off identified data points, which are progressed monitored during a regular interval cycle

which leads to...

increased student achievement and a higher number of students moving benchmarks through Tier I instruction, consistent grade level growth across grade bands and students moving down in Tiers through intervention documented in Branching Minds.

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.

[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 ✍️

Dates for Progress Monitoring Check Ins

Q1	10/18/2023	Q3	3/20/2024
Q2	12/20/2023	Q4	5/22/2024

SY24 Implementation Milestones & Action Steps ✍️	**Who** ✍️	**By When** ✍️	**Progress Monitoring**

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

Curriculum & Instruction

Implementation Milestone 1	**100% of teachers effectively implementing Skyline Curriculum.**	Instructional Coach/ILT	May 22, 2024	In Progress
Action Step 1	All teachers sign up for and attend ongoing training for Skyline curriculum implementation through Department of Literacy	ILT Members	CPS PL deadlines	In Progress
Action Step 2	ILT members review and provide feedback on teachers lesson/unit plans to ensure use of the core curriculum during GLTs, weekly	ILT Members	September 29, 2023	In Progress
Action Step 3	ILT members conduct rigorwalks to observe, collect data, provide feedback during GLT's on implementation of core curriculum, monthly	ILT Members	October 18, 2023	Select Status
Action Step 4	Tier 2 teacher identified, assigned supports for curriculum implementation	ILT Members	October 18, 2023	Select Status
Action Step 5	Tier 3 teacher identified, assigned supports for curriculum implementation	ILT Members	October 18, 2023	Select Status
Implementation Milestone 2	MTSS team meets Foundational components for intervention and Progress Monitoring on MTSS Continuum	Interventionist	September 22, 2023	Select Status
Action Step 1	Provide PD on progress monitoring and interventions in Branching Minds	Interventionist/ MTSS Team	September 22, 2023	Select Status
Action Step 2	Lead GLMs on Progress Monitoring interventions aligned to student skill deficits	MTSS Team	October 5, 2023	Select Status
Action Step 3	Observe progress monitoring for interventions and highlight teacher use aligned to student skill deficits	MTSS Team	October 26, 2023	Select Status
Action Step 4	GLT and MTSS Team reviews Branching Minds data on a monthly basis	MTSS Team	Monthly beginning October 2, 2023	Select Status
Action Step 5	Branching Minds data shared weekly in GLM	Interventionist	Weekly starting September28, 2023	Select Status
Implementation Milestone 3	MTSS team develops schoolwide plan for implementation and documentation of high quality student supports and interventions	Interventionist/ILT	September 22, 2023	Select Status
Action Step 1	Plans for student support and interventions are developed and documented in Branching Minds	MTSS Team	October 1, 2023	Select Status
Action Step 2	BOY data shared with all teachers in GLM	Interventionist	October 2023	Select Status
Action Step 3	Interventions resources disseminated across grade bands for literacy, math and SEL	MTSS Team	October 2023	Select Status
Action Step 4	Provide PD on goal setting and documenting interventions in Branching Minds	MTSS Team	October 12, 2023	Select Status
Action Step 5	Plans are monitored, updated and share with teachers and other stakeholders	MTSS Team	Ongoing on Summative Cycles (BOY, MOY,EOY)	Select Status
Implementation Milestone 4	100% of teachers with EL students are providing EL supports through Tier I Instruction and supports	ELPT	October 2023	Select Status

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

Curriculum & Instruction

Action Step 1	Complete EL Placement and Recommendation Tool to identify student needs/trends in teachers/grade level/ content areas for supporting students	ELPT	October 2023	Select Status
Action Step 2	BOY PD on Tier I EL student supports, using trends from tool	ELPT	October 2023	Select Status
Action Step 3	Observe teachers EL supports, 3x's a year	EL Teram	Summative Assessment Cycles (BOY, MOY and EOY)	Select Status
Action Step 4	Check in with GLT monthly to review data and plan actions and next steps	EL Team	Ongoing - Monthly	Select Status
Action Step 5	GLMs work with ELPT to implement identifed strategies for specific teachers and grade levels	EL Team	Ongoing - Monthly	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	60% of our teachers are differentiating core instruction for Gen Ed, EL and DL students. 100% of student intervention support plans are documented in the Branching Minds platform. 65% of student intervention support plans are implemented with fidelity and monitored.	✍️
SY26 Anticipated Milestones	100% of teachers effectively differentiating core instruction and providing Tier 2 instruction through small groups	✍️

Goal Setting

Return to Top

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

Curriculum & Instruction

Numerical Targets [Optional] ✍

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	SY24	SY25	SY26
Students receiving Tier I instruction will increase their proficieny on target goals by 70%	Yes	STAR (Reading)	Overall	30			
			English Learners				
Percentage of students who demonstrate growth in math will increase by 70% with the full implementation of the Iready Math Curriculum.	Yes	iReady (Math)	Overall				
			Students with an IEP				

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:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Teachers are observed implementing both the Skyline and Iready Math Curriuculum through Instructional Rounds, ILT Learning Walks and Rigor Walks utilizing LSI Rubric.	Most teachers are implementing Tier I instruction with fidelity that is aligned to standards and supports the learning needs of students.	All teachers are implementing Tier I Instruction across content areas with fidelity align to Common Core Standards and supporting the learning needs of students.
C&I:2 Students experience grade-level, standards-aligned instruction.	Teachers are observed implementing high quality core curriculum through instructional rounds, ILT Learning Walks, and Rigor Walk utilizing LSI Rubric	Most teachers are implemeting and utilizing high quality core curriculum and delivering differentiated instruction aligned to student needs.	All teachers are implemeting and utilizing high quality core curriculum and delivering differentiated instruction aligned to student needs.

Curriculum & Instruction

C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.

Teachers are using and implementing both formative and summative assessments aligned with Skyline and or Iready Math Curriculum. Student supports/interventions are identified and monitored through Branching Minds.

Data from formative and summative assessments is used by most teachers to create interventions and track progress in Branching Minds.

All teachers are using formative and summative assessments aligned to Tier I instruction and using it to provide supports and interventions that are monitored in Branching Minds.

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
Students receiving Tier I instruction will increase their proficieny on target goals by 70%	STAR (Reading)	Overall	30		Select Status	Select Status	Select Status	Select Status
		English Learners			Select Status	Select Status	Select Status	Select Status
Percentage of students who demonstrate growth in math will increase by 70% with the full implementation of the Iready Math Curriculum.	iReady (Math)	Overall			Select Status	Select Status	Select Status	Select Status
		Students with an IEP			Select Status	Select Status	Select Status	Select Status

Practice Goals

Identified Practices	SY24	Progress Monitoring			
		Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Teachers are observed implementing both the Skyline and Iready Math Curriuculum through Instructional Rounds, ILT Learning Walks and Rigor Walks utilizing LSI Rubric.	Select Status	Select Status	Select Status	Select Status

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

Curriculum & Instruction

		Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Teachers are observed implementing high quality core curriculum through instructional rounds, ILT Learning Walks, and Rigor Walk utilizing LSI Rubric	Select Status	Select Status	Select Status	Select Status
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Teachers are using and implementing both formative and summative assessments aligned with Skyline and or Iready Math Curriculum. Student supports/interventions are identified and monitored through Branching Minds.	Select Status	Select Status	Select Status	Select Status

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.
No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Our Intervention logged interventions for her scheduled roster of students, as well as students in Benchmark grades 3,6,8. Grade 7/8 was a split classroom with a newcomer students, the 3rd grade teacher transitioned out of the classroom at the beginning of Sememster II SY 23. Teacher is clasrooms at the start of SY 22-23 were not Branching Minds trained. There were missed opportunities to provide target interventions for those in need. We did not have a Bilingual/ESL endorsed ELPT SY 22-23. This impacted our ability to provided targeted EL support to students in the Bilingual Program, and effectively engage with Bilingual parents through BAC. The SY 21-22 Bilingual Coordinator transitioned from CPS SY 23; we were unable to secure a fulltime support person for this position. Some of our veteran teachers have the ESL endorsement, but do not speak Spanish. Our Spanish sepaking staff members did not have the Bilingual/ESL endorsement. This impoacted our ability to provide systemic ELD professional learning for our teaching staff and cadre staff SY 22-23. We must provide and offer accelaration and intervention support for our ELs SY 23-24 during the instructional day as well as after school. We were also short staffed in our DL classrooms SY 22-23. Cadre teachers supported students in our Sped Resource classrooms SY 22-23, as we did not have certified DL teachers in the grades 3-8 Sped Resource classrooms. However, our case manager collect data from the Cadres through the Teacher Input Form, intervention and assessment data from the school Intervention, classwork samples, grades from the Cadre teacher to develop IEPs for the students in the grades 3-8 SPED resource classrooms.

What is the feedback from your stakeholders?

Our Bilingual parents were understanding of the school's challenges SY 22-23 with providing targeted and consistent language supports for ELs in our classrooms, due to a lack of a SY 23 ELPT and teachers lacking the Bilingual/ESL certification. DL ans EL program parents expressed support and encouraged that the school will be fully DL staffed SY 22-23, and with more new teachers with the Bilingual/ESL endorsement in each grade band. DL, and additional academic resources that have been purchased for these programs to support during school and out of school intervention.

What student-centered problems have surfaced during this reflection?

EL and DL students did not have access to EL supports on a daily basis, through certified teachers across the core content areas. DL and EL need sprcific intervention suppoets aligned to their indentified language development needs and specialized instruction.

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?

We will have a fulltime Bilingual Coordinator/ELPT for SY 24. The ELPT will work closely with the School Intervention to review the SY 23 EL Access data and determine appropriate during school and out of school interventions in ELA and Math to accelerate learningfor our ELs. We are planning quarterly PD/learning for our general ed teachers to increase their knowledge of the WIDA Can Do Descriptors and undertanding their students ACCESS achievement data for SY 22-23, and implications for their lesson planning and intervention SY 22-23. We have hired teachers in grades 3-5, and 6-8 ELA who have the ESL endorsement. The reconfigured MTSS

Jump to...   Priority   TOA   Goal Setting   Select the Priority Foundation to   Inclusive & Supportive Learning Environment
Reflection   Root Cause Implementation Plan   Progress   pull over your Reflections here =>
                                                 Monitoring

teachers in grades 3, 5, and 6-8 ELA who have the ESL endorsement. The reconfigured MTSS team has developed a bi-weekly meeting schedule to review student achievement data and interventions entered in Branching Minds. The new SY 24 will conduct an initial staff in-service on Branching Minds for all classroom teachers, with the expectation that all teachers will consistently use Branching Minds SY 23-24 to log and monitor student interventions. We are improving our MTSS systems and structures for SY 24 to include consistent meetings with a pre-set focus, data informed practice using screener data to develop student support plans based on trend data analysis minimially at the Foundational level according to the continuum, to improve teacher understanding and use of progress monitoring tools for tiered intervention to align to identified student still deficit, ans the MTSS Problem Solving Flow Chart.

Return to Top   Determine Priorities

Resources: 🚀

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

Determine Priorities Protocol

Students...

Students need access to DL and EL supports on a daily basis through certified Gen Ed, DL and EL teachers providing high quality interventions aligned to identified academic and langauage development needs.   ✍️

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Return to Top   Root Cause

Resources: 🚀

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

5 Why's Root Cause Protocol

As adults in the building, we...

need to enagage in professional learning on providing high quality tier I and tier II interventions to support students academic language development, and documenting those interventions in Branching Minds.   ✍️

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Return to Top   Theory of Action

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

Inclusive & Supportive Learning Environment

What is your Theory of Action?

If we....

effectively deliver high quality, culturally relevant Tier I core curriculum, and use student data to develop intervention plans for identified students to receive tiered supports with identified goals in Branching Minds ✍️

then we see....

our students engaged in core curriculum and interventions with implemented supports, and differentiated instruction based on student data ✍️

which leads to...

an increased number of Gen Ed, DL, and EL students on track academically and moving down a Tier in Branching Minds, ELs using the academic language necessary to make adequate growth on core content assessment, and our English Learners placed with EL endorsed teachers to maximize Tier I instructional supports and services. ✍️

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.

[Return to Top](#)

Implementation Plan

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

ILT/Instructional Coach/School Interventionist

Dates for Progress Monitoring Check Ins

Q1	10/18/2023	Q3	3/20/2024
Q2	12/20/2023	Q4	5/22/2024

Inclusive & Supportive Learning Environment

SY24 Implementation Milestones & Action Steps ✍	Who ✍	By When ✍	Progress Monitoring
Implementation Milestone 1 All teachers are implementing effectively and with fidelity core curriculum of SKYLINE and i-Ready Math	ILT/Admin/Instructional Coach	May 2024	In Progress
Action Step 1 K-8 teachers register for and attend district ongoing training for SKYLINE curriculum implementation	ILT/Teacher Teams by Grade Level and Content	Established CPS professional learning dates/times	In Progress
Action Step 2 Admin, Instructional Coach and Interventionist review teacher lesson/unit plans to monitor use of core curriculum	ILT/Admin/Instructional Coach	September 2023	In Progress
Action Step 3 ILT Conducts rigorwalks to observe curriculum implementation and collect data share with teacher teams (monthly)	ILT/Instructional Coach	December 2023	In Progress
Action Step 4 Establish PLCs for SKYLINE and i-Ready Math	Admin/Instructional Coach/Interventionist	October 2023	Not Started
Action Step 5			Select Status
Implementation Milestone 2 100% of teachers with EL students are providing supports to ELs through Tier I curriculum	Admin/EL Coordinator	October 2023	In Progress
Action Step 1 Provide BOY ELD Module PD to teachers (Introduction to English Language Development: Foundations and Accademic Language	EL Coordinator	October 2023	Not Started
Action Step 2 Teacher team meeting time for EL Coordinator to support teachers with implementing strategies for ELD	EL Coordinator	October-November 2023 TTMs	In Progress
Action Step 3 Observation Cyles to observe and provide teachers feedback on EL supports quarterly	Admin/EL Coordinator/Instrcutional Coach	Quarterly (Oct, Dec, March, June)	Not Started
Action Step 4 Provide MOY ELD Module PD to teachers (Understanding Language Proficiency Scores to plan differentiated instruction)	EL Coordinator	Januay 2024	Not Started
Action Step 5 Provide EOY ELD Module PD to teachers Overview of Model	EL Coordinator	April 2024	Not Started
Implementation Milestone 3 Establish Systems and Structures to Build MTSS Capacity and Student Support Plans	MTSS Coordinator		Completed
Action Step 1 Establish MTSS Team representative of diverse staff and clinician service providers	Admin/MTSS Coordinator	September 2023	Completed
Action Step 2 Provide BOY PD K-8 Interventions and Introduction to Branching Minds Platform	MTSS Lead	September 2023	Completed
Action Step 3 Create plan for Branching Minds implementation to document interventions	MTSS Lead/Interventionist	September 18, 2023	Completed
Action Step 4 Intervention Support Plans are developed and documented in Branching Minds	MTSS Lead /Interventionist	October 2, 2023	In Progress
Action Step 5 Provide PD on intervention progress monitoring in Branching Minds	MTSS/Interventionist	October 16, 2023	In Progress

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

Inclusive & Supportive Learning Environment

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	60% of our teachers are differentiating core instruction for Gen Ed, EL and DL students. 100% of student intervention support plans are documented in the Branching Minds platform. 70% of student intervention support plans are implemented with fidelity and monitored. 100% of teachers have received ELD professional learning modules 1.0-4.0.	✍️
SY26 Anticipated Milestones	100% of teachers are differentiating core instruction, 100% of EL and DL students have access to daily supports through certified Gen Ed, EL and DL teachers providing high quality interventions. 65% of student intervention support plans are implemented with fidelity and monitored	✍️

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

Numerical Targets [Optional] ✍️

Inclusive & Supportive Learning Environment

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	SY24	SY25	SY26
Increase the percentage of students receiving Tier 2 and 3 interventions who are meeting their targets to 70%	Yes	% of Students receiving Tier 2/3 interventions meeting targets	English Learners	35	65	70	75
			Students in Tiers 2 and 3	46	70	75	80
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍	Specify your practice goal and identify how you will measure progress towards this goal. ✍		
	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	Teachers are observed implementing high quality core curriculum through instructional rounds, ILT Learning Walks, and Rigor Walk utilizing LSI Rubric	Most teachers are implementing and utilizing high quality core curriculum and delivering differentiated instruction aligned to student needs.	All teachers are implementing and utilizing high quality core curriculum and delivering differentiated instruction aligned to student needs.
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	Student schedules for Tier I instruction, Tier II/III Resource Support provide services by current EL endorsed teachers an/or ESS teachers.	Student schedules for Tier I instruction is provided by homeroom teachers with an EL endorsement.	Student schedules for Tier I instruction is provided by homeroom teachers with an EL endorsement.
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Interventionist provides professional learning for staff on Intervention structures and systems outlined in the MTSS Continuum, and supports teachers in creating student intervention plans in Branching Minds platform.	Most teachers are creating student intervention plans in the Branching Minds platform independent of the school interventionist using district approved resources.	All teachers are creating student intervention plans in the Branching Minds platform independent of the school interventionist using district approved resources.

Inclusive & Supportive Learning Environment

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
Increase the percentage of students receiving Tier 2 and 3 interventions who are meeting their targets to 70%	% of Students receiving Tier 2/3 interventions meeting targets	English Learners	35	65	On Track	*Select Status*	*Select Status*	*Select Status*
		Students in Tiers 2 and 3	46	70	Limited Progress	*Select Status*	*Select Status*	*Select Status*
	Select Metric	*Select Group or Overall*			*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Select Group or Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	Teachers are observed implementing high quality core curriculum through instructional rounds, ILT Learning Walks, and Rigor Walk utilizing LSI Rubric	Limited Progress	*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.	Student schedules for Tier I instruction, Tier II/III Resource Support provide services by current EL endorsed teachers an/or ESS teachers.	On Track	*Select Status*	*Select Status*	*Select Status*
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Interventionist provides professional learning for staff on Intervention structures and systems outlined in the MTSS Continuum, and supports teachers in creating student intervention plans in Branching Minds platform.	On Track	*Select Status*	*Select Status*	*Select Status*

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

| Partially | 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. |

| Partially | 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?

We started the year with a strong BHT that met weekly and was heavily focused on connecting our students to our school community and addressing student's daily SEL needs. Staff transitions derailed the BHT (1 counselor out on an extended medical leave and the other transitioned to another school mid year), however, remaining members of the team made daily consistent efforts to engage students in Second Step and Counselor/Social Work Check In's. Students who were identifed as being Tier III students had designated staff people to whom they did daily check in's and they also participated in SEL/Behaviral Health groups. With the hire of a Dean in Febraury,who also serves as Climate and Culture Lead, a heavy emphasis was placed on the building of culture and climate team to strengthen the relationships between staff , student to student relationship and student to staff relationship. The team organized Student versus Staff Basketball Game, Talent Show and Field Day and a variety of staff outings geared at celebrating staff and their daily accomplishments. A considerable amount of work has been done with the Network's Restorative Practice Liasion to build systems and structures that are more restorative in nature and addresses the trauma needs of our students. Members of the team, as well as teacher teams met sometimes weekly with Mr. Thomas to build a strong system around restoring students back to the milieu rather than isolating them or being punitive and addressing the root causes of behaviors. l

What is the feedback from your stakeholders?

Students have expressed the need for opportunities to be more involved in providing input in decsions that impact their sense of connectedness to the school and building stronger relationships with staff members, exploring their sense of identity and agency through Student Government, Student Ambassadors, sports, school beautification, and Arts enrichment.

What student-centered problems have surfaced during this reflection?

Our identified priority conditions according to our student 2023 Cultivate data are as follows: Priority Condition 1: Teacher Caring, Priority Condition 2: Affirming Identities, Priority Condition 3: Student Voice. What teachers do and say—their daily practices in their classrooms—has a strong influence on how students experience school, their perceptions about themselves and the effort they put into their work. Exploring students' Mindsets & Strategies is key to understanding why they get the grades they do.

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?

We are reopening the Bright School Store and the token economy system of Bright Bucks where students are rewarded for being "caught doing the right thing" under the three pillars of Be Safe, Be Respectful, Be Responsible. We are expanding our OST (Out of School Time) programming options for SY 24-26. Students will have the opportunity to select specialized Fine and Paerforming Arts specialty focus areas in grades 5-8. These are progrogramming options beyond whole class specials programming. Facilities upgrades and resources to support FPA program expansion.

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

Connectedness & Wellbeing

Determine Priorities

Resources: 🚀

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

Determine Priorities Protocol

Students...

Students will have increased access and opportunities to student enrichment opportunities during the school day, and after school programming to enhance the academic student experience, and aligned to their interest. Universal SEL supports for students will be implemented and monitored with fidelity. The Climate and Culture team will utilize the results of student interest stories to develop school events and student clubs that directly correlate to student interests and needs.

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

Resources: 🚀

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

5 Why's Root Cause Protocol

As adults in the building, we...

need to build a pathway of connections that wil lead to strong relationships with our students, provide universal SEL supports to our students, and provide access to to student centered enrichment programs, and opportunities for influence through student voice.

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

What is your Theory of Action?

Resources: 🚀

If we....

increase student access and opportunities to enrichment opportunities during the school day that supplements student learning, and OST programming aligned to their interests/informed by student voice and interest surveys ✍️

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....

an improved student sense of connection to the school and the school community ✍️

which leads to...

improved staff-to-student, student-to-student relationships, improved attendance, and student perception of teacher caring and investment in the school and its students. ✍️

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 ✍️		Dates for Progress Monitoring Check Ins	
Climate and Culture Team		Q1 10/18/2023	Q3 3/20/2024
		Q2 12/20/2023	Q4 5/22/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	100% of students in grades 3-8 will participate in at least one student centered, during school enrichment program, or out of school time program	Climate and Culture Team	December 1, 2023	Select Status

Connectedness & Wellbeing

Action Step 1	Adminster Student Interest Surveys to students in grades 3-8 to determine program interests to plan student centered, during school enrichment programs, and out of school time programs to supplement student learning.	Climate and Culture Team	September 18, 2023	*Select Status*
Action Step 2	Determine enrichment programming offerings informed by Student Interest Survey data	Climate and Culture Team	October 2, 2023	*Select Status*
Action Step 3	Schedule students into enrichment programs	Climate and Culture Team/Engagement Lead	October 16, 2023	*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 2	Established and Functional Student Advisory Council	Climate and Culture Team	October 16, 2023	*Select Status*
Action Step 1	Recruit Students in Grades 4-8 for the Student Advisory Council completing Student Advisory Council Interest Form	Climate and Culture Team	October 2, 2023	*Select Status*
Action Step 2	Hold Classroom Student Advisory Council Elections	Climate and Culture Team	October 9, 2023	*Select Status*
Action Step 3	Create schedule of student advisory council weekly meetings	Climate and Culture Team	October 16, 2023	*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 3	Established BHT	Engagement Lead/School Social Worker	October 2, 2023	*Select Status*
Action Step 1	Develop procedures for referral and screening of students who exhibit social, emotional, or behavioral issues	BHT	October 9, 2023	*Select Status*
Action Step 2	Provide PD to teachers/support staff on the BHT Referral Process	School Social Worker	October 16, 2023	*Select Status*
Action Step 3	Develop quarterly PD schedule to provide teachers and school staff with ongoing professional learning on strategies that address students' social, emotional and behavioral needs Tier II restorative practices community circles, peace circles, that provide students with strategies to resolve conflicts.	BHT/Restorative Practice Coach	November 1, 2023	*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*

Connectedness & Wellbeing

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

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	96% Student Attendance Rate, 100% of students participating in at least two school club/enrichment activities. Cultivate Survey results indicate students report caring teachers and improved sense of connectedness to the school. 100% of teachers are trained in implementing community circles in their classroom as a restorative practice.	✍
SY26 Anticipated Milestones	97% Student Attendance Rate, 100% of students participating in at least three school club/enrichment activities. Cultivate Survey results indicate strong Student Voice and Connectedness to the school. 100% of teachers effectively implement community circles in their classroom as a restorative practice.	✍

Goal Setting

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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

Numerical Targets [Optional] ✍

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	SY24	SY25	SY26
80% or more of students who take the Cultivate survey report that their classroom teachers communicate	Yes	Cultivate	Overall				

Connectedness & Wellbeing

and demonstrate care or enjoyment in working with students	Yes	Cultivate	*Select Group or Overall*			
95% student attendance rate	Yes	Increase Average Daily Attendance	Overall	85.70%	95%	
			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:3 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.	All students are administed the interest survey with options of participating in during school, and out of school time programs.	Most students are participating in at least two student centered out of school time enrichment programs.	All students are participating in at least two student centered out of school time enrichment programs.
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.	All teachers receive professional learning on restorative practice strategies that address students' social, emotional and behavioral needs.	Most teachers are implementing community circles or peace circles, that provide students with strategies to resolve conflicts in the classroom community.	All teachers are implementing community circles or peace circles, that provide students with strategies to resolve conflicts in the classroom community.
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
80% or more of students who take the Cultivate survey report that their classroom teachers communicate and demonstrate care or enjoyment in working with students	Cultivate	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
95% student attendance rate	Increase Average Daily Attendance	Overall	85.70%	95%	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:3 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.	All students are administed the interest survey with options of participating in during school, and out of school time programs.	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.	All teachers receive professional learning on restorative practice strategies that address students' social, emotional and behavioral needs.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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	% of Students receiving Tier 2/3 interventions meeting targets: Increase the percentage of students receiving Tier 2 and 3 interventions who are meeting their targets to 70%	English Learners	35	65	70	75
		Students in Tiers 2 and 3	46	70	75	80
Required Reading Goal	% of Students receiving Tier 2/3 interventions meeting targets: Increase the percentage of students receiving Tier 2 and 3 interventions who are meeting their targets to 70%	English Learners	35	65	70	75
		Students in Tiers 2 and 3	46	70	75	80
Optional Goal	Select a Goal					

<div style="text-align:center; background:teal; color:white;">**Parent and Family Plan**</div>

If Checked:	☑	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.
If Checked:	☐	**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.

Title I funds will be used to support the following goals: 1. Increase parent knowwledge of Curriculum and Instruction (New Curriculum Implementation SKYLINE and i-Ready Math)-parents gaining an understanding of students experience of grade level, standards aligned instruction in all classroom with access to high quality curriculum in all core content areas.

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