CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

CIWP Team Guidance

Name ✍	Role ✍	Email ✍
Latoya Lyons	Principal	lsbrown@cps.edu
Nikole Lewis-Dickens	AP	nclewis-dickens@cps.edu
Kathleen Fahy	Teacher Leader	kfahy@cps.edu
Thelma Traylor	Connectedness & Wellbeing Lead	ttraylor@cps.edu
Patrice Morris	Curriculum & Instruction Lead	plmorris@cps.edu
Diamond Edwards	Teacher Leader	dedwards60@cps.edu
Tomeeka Jones	Teacher Leader	tjjones@cps.edu
Janice Roberts	LSC Member	robertsjm1161@gmail.com
Jason Christian	Inclusive & Supportive Learning Lead	jlchristian1@cps.edu
Janet Goines	Teacher Leader	jegoines@cps.edu
	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	6/24/23	6/24/23
Reflection: Curriculum & Instruction (Instructional Core)	6/25/23	6/25/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/25/23	6/25/23
Reflection: Connectedness & Wellbeing	6/26/23	6/26/23
Reflection: Postsecondary Success	6/26/23	6/26/23
Reflection: Partnerships & Engagement	6/26/23	6/26/23
Priorities	8/8/23	8/8/23
Root Cause	8/8/23	8/8/23
Theory of Acton	8/8/23	8/8/23
Implementation Plans	8/8/23	8/14/23
Goals	8/8/23	8/14/23
Fund Compliance	8/30/23	8/30/23
Parent & Family Plan	8/30/23	8/30/23
Approval	9/12/23	9/12/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates ✍	
Quarter 1	9/28/23
Quarter 2	11/30/23
Quarter 3	2/29/24
Quarter 4	5/30/24

Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.

Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.

Stakeholders are consulted for the Reflection of Foundations.

Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources 🚀

Reflection on Foundations Protocol

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	After review of the metrics, the team was pleased with the progress that our school is making in the following areas: ✍️ *Greater usage of Tier 1 curriculum in ELA & Mathematics (as evidenced by Rigor walk and other informal observations) * Improvement of students moving from the urgent intervention category into yellow or blue categories on STAR 360 * School has a balanced assessment structure and has a wide variety of tools available to assess student growth and development * Classrooms are consistently onboard with implementation of school expectations (SEL instruction, etc.)	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading) STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?** *There is tremendous strength in the primary grade levels (exceeding 100% growth) ✍️ * ILT members feel that their growth in facilitation of professional development is an improvement; * The programming offered at the school offers our students a variety of options to partcipate in (sports, course offerings, trips, partners, etc.)	
Yes	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?** Building teachers capacity in the 3 aspects of rigor and making sure that instruction is delivered in the aspect of rigor expected. ✍️ Without this developed, mathematics instruction has continued to be taught procedurally. As a result, students struggle with grade level assessments. Partnerships with ANet and ongoing PD with our curriculum partners has helped to address this obstacle. Building teachers capacity on how to deliver appropriate interventions matched with instructional tasks that meet the needs of students. This will be tremendous in lessening the number of students needing urgent interventions. Through the use of WIN blocks, we have been able to move students through the colors.	

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 struggle with application and conceptual mathematics. ✍️
*Student perseverance when faced with challenges accessing content.
*Student SEL needs have been more visible and a strong need for matching additional resources
*Over 70% of K-2 students are one or two grade levels below in math based on EOY iready
*48% of K-2 students are one grade level below in ELA & Math based on EOY iready
*Less than 10% of students met grade level proficiency in IAR ELA & Mathematics
*40-45% of students fell into the urgent intervention category based on EOY STAR 360

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	A Balanced assessment plan is practiced to determine who is in need of intervention ✍️ MTSS is active and functioning well with consistent meetings. Still trying to implement the PSP with fidelity. Branching minds is used to create and monitor student meetings. However, it is merely compliance based and not truly used to progres monitor. Second step Mondays were helpful in making sure all students were exposed to our Tier 1 SEL curriculum and were receiving direct instruction on how to use the strategies taught.	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS
		MTSS Integrity Memo		

					Metrics
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.				MTSS Academic Tier Movement
					Annual Evaluation of Compliance (ODLSS)
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?**		Quality Indicators of Specially Designed Curriculum
			Teachers asked for resources for strategies to address students with frequent misbehaviors that disrupt instruction. ✍️		EL Program Review Tool
			WIN block trainings help to build coherence throughout the building, especially in the middle school department		
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual	Need clarity on how to measure student progress in between assessment cycles.		
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**		
			Clear structures for tracking student behavioral concerns - leads to inconsistency in school-wide norms and expected behavior ✍️		
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.		Clarity on plan monitorization in Branching Minds - leads to compliance based monitoring without clear plan for monitoring student improvement		

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.

*Intervention plan development support is needed to ensure students are getting "just in time" supports that are necessary for them to access Grade level content ✍️
*Clarity on which interventions are best used and when (especially for the older students)
*School-based structures for how to address students exhibiting repeated behaviors.
*40-45% of students fell into the urgent intervention category based on EOY STAR 360

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Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure	We have quite a few practices in place: ✍️ 1. Dedicated SEL block 2. Dedicated SEL Curriculum 3. Through SEL Mondays, designated time allocations for direct instruction using Second Step 4. BHT meets regulary 5. WIN intervention block that supports students who have SEL needs; facilitated by our related service providers However, there are a few places where strengthening is needed: 1. Improvement of the PSP process within the BHT meetings 2. System for communicating with staff and families regarding the status of referrals 3. Menu of interventions that staff is trained and supported to address Tier II behavioral needs For attendance, we could ensure that all chronically absent students have a re-entry plan that details goals and milestones to ensure improved attendance.	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		**What is the feedback from your stakeholders?** Based on cultivate data, students have strong Mindsets & Strategies. ✍️ 75% of our students said they feel a high degree of belonging and 70% of students said they feel a high degree of identity safety and agency. In the Magnet student survey, 86% of students feel their teachers care about them and about their fellow classmate	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance

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

Reduction in number of students with dropout codes at EOY |

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

| *While we have structures in place for SEL instruction and attendance structures, without clear accountability such as a re-entry plan chronic absenteeism may be slow to remedy. With low attendance, this impacts their academic performance.

*While we do have times devoted on our school-wide schedule, implementation of our SEL Curriculum needs to be done with fidelity across all classrooms. This impacts students' accessibility to direct instruction on how to manage emotions, resolve conflict, etc. | ✍ | The school implements a plethora of incentives to help improve student attendance. This has helped the school improve its attendance during SY23 to above 92%. Development of incentives for SY24 is still in the works.

Teacher lack of implementation of Second step curriculum with fidelity is an obstacle | ✍ |

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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)	Through the use of Success Bound/Naviance curriculi students are receiving direct instruction in College & Career readiness. Students in grades 6-8th all have completed Work based learning activities and ILPs that refelct their secondary and post-secondary plans. Additionally, the school implements College & Career week to help introduce all students to various careers and school campus tours to allow students exposure to college life. ✍	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate 9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
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		
Yes	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?**	
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).		During College and Career week, 85% of students stated they enjoyed the week and felt that the week covered at least one career they were interested in. Additionally, through community partners, the school was able to host a Youth Symposium to expose students to various careers and life skills. Finally, students in the middle school created presentations on their careers and college choices as a culminating activity. All stakeholders participated in the implementation of College & Career Week. ✍	
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**	
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager	Planning a HS fair for SY24 ✍	

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.
Creation and facilitation of a school-based HS fair would be helpful to introduce students to the various schools that exist within our district. While research is done electronically, it would be a huge help to have in-person contact to further introduce students to HS offerings. ✍

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	The school has 10-15 community partners that provide support to the school and its community. ✍️ WITs - reading support for students in Grade 3 Rush Career & Education - STEM instruction, health instruction Apple - PD for teachers and students Prosper - Food for STLS families Music House - music and arts programming Soul City - school family events Simple Good - photography instruction Next Wave STEM - STEM education Monthly family and community events held to keep families engaged * Parent Workshops - balancing technology and setting boundaries for success * Assemblies (4xs per year) * Family STEM and Literacy Nights * Muffins with Moms, Donuts with Dads * Open House	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data) Formal and informal family and community feedback received locally. (School Level Data)
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		
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?** This is a strong area for our school. There are a plethora of opportunities for students and their families to be involved and participate in school programming. As a result, the parent culture is very supportive of school wide events. Additionally, through partnerships, the school is able to provide students with expanded opportunites that further STEM learning. ✍️	

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.

Based on cultivate data, students feel they want an increased opportunities for their voices to be heard in both decision making for the school and within their individual classrooms. ✍️

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?

Our Peer leader group is active and supports school programming. However, their participation in the creation of those events has been limited. Securing student voice in the planning groups of school programming would improve this area. ✍️

| Jump to... | Priority | TOA | Goal Setting | Progress |
| Reflection | Root Cause | Implementation Plan | | Monitoring |

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

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Yes	The ILT leads instructional improvement through distributed leadership.
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?

After review of the metrics, the team was pleased with the progress that our school is making in the following areas:
*Greater usage of Tier 1 curriculum in ELA & Mathematics (as evidenced by Rigor walk and other informal observations)
* Improvement of students moving from the urgent intervention category into yellow or blue categories on STAR 360
* School has a balanced assessment structure and has a wide variety of tools available to assess student growth and development
* Classrooms are consistently onboard with implementation of school expectations (SEL instruction, etc.)

What is the feedback from your stakeholders?

*There is tremendous strength in the primary grade levels (exceeding 100% growth)
* ILT members feel that their growth in facilitation of professional development is an improvement;
* The programming offered at the school offers our students a variety of options to partcipate in (sports, course offerings, trips, partners, etc.)

What student-centered problems have surfaced during this reflection?

*Students struggle with application and conceptual mathematics.
*Student perseverance when faced with challenges accessing content.
*Student SEL needs have been more visible and a strong need for matching additional resources
*Over 70% of K-2 students are one or two grade levels below in math based on EOY iready
*48% of K-2 students are one grade level below in ELA & Math based on EOY iready
*Less than 10% of students met grade level proficiency in IAR ELA & Mathematics
*40-45% of students fell into the urgent intervention category based on EOY STAR 360

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?

Building teachers capacity in the 3 aspects of rigor and making sure that instruction is delivered in the aspect of rigor expected.
Without this developed, mathematics instruction has continued to be taught procedurally. As a result, students struggle with grade level assessments. Partnerships with ANet and ongoing PD with our curriculum partners has helped to address this obstacle.

Building teachers capacity on how to deliver appropriate interventions matched with instructional tasks that meet the needs of students. This will be tremendous in lessening the number of students needing urgent interventions. Through the use of WIN blocks, we have been able to move students through the colors.

Return to Top | **Determine Priorities**

Resources: 🚀

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

[Determine Priorities Protocol](#)

Students...

are performing below grade level expectations greater than 90% in mathematics as measured by IAR ✍️

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...

use high quality curriculum but over rely on the procedural aspects of rigor and/or below-grade-level concepts due to a lack of teacher knowledge of the expectations of the content and practice standards. ✍️

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Return to Top | **Theory of Action**

What is your Theory of Action?

If we....

execute learning cycles focused on internalizing the curriculum to intentionally plan appropriate scaffolds and differentiation to support student discourse and consistent engagement in rigorous tasks ✍️

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

Curriculum & Instruction

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....

careful planning that leads to a consistent implementation of our high quality curriculum and researched based instructional routines across all classrooms, as measured by quaterly ILT and peer observations using the curriculum look for tool that includes a focus on student-to-student discourse. ✍️

which leads to...

students who engage with and master grade level standards and increase the percentage of students meeting/exceeding in IAR data from 6% to 25% in mathematics by June of SY26. ✍️

    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 Team

Dates for Progress Monitoring Check Ins

Q1	9/28/23	Q3	2/29/24
Q2	11/30/23	Q4	5/30/24

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 By the end of the 1st quarter, all teachers have been trained in Tier 1 curriculum and reflect the internalization of Q1 units of study through unit plans	ILT	9/22/23	In Progress
Action Step 1 Provide Professional Learning on Tier 1 curriculum	ILT	End of Q1	In Progress
Action Step 2 Provide Professional Learning on internalization of Q1 units	Admin & ILT	Q1, Week 6	In Progress
Action Step 3 Through internalization process, identify places where student-to-student discourse can be incorporated	ILT	Q1, Week 8	Not Started
Action Step 4 Using the consultancy protocol, teachers will provide feedback on unit plans through the internalization of the units of study	Classroom Teachers	Q1, Week 9	Not Started
Action Step 5 Peer Observations of Grade Level Standards Based Instruction & student-to-student discourse	Classroom Teachers	Q1, Week 10	Not Started
Implementation Milestone 2 By the end of the second quarter, Exit Tickets are administered and assessed 3/5 days to inform differentiated instruction by core content area teachers.		Q2	Not Started
Action Step 1 Provide Professional Learning for Progress Monitoring	ILT	Q2	Not Started
Action Step 2 Student Exit Slip Access	Classroom Teachers	10/2 - 10/27/23	Not Started
Action Step 3 Observations	ILT	10/2 - 10/27/23	Not Started
Action Step 4 Exit Slip Analysis of Student Work	Classroom Teachers & ILT	End of Q2	Not Started
Action Step 5 End of Cycle Analysis Protocol	ALL	Q2, Week 10	Not Started
Implementation Milestone 3 By the end of the third quarter, Reader & Task Considerations for Instruction will be		Q3	Not Started
Action Step 1 Provide Professional Learning tasks aligned to the rigor of the standards - Reader & Task	ILT	Q3	Not Started
Action Step 2 Teachers will collaborate during GLMs	Classroom Teachers	01/06 - 02/29/24	Not Started
Action Step 3 Observations & Feedback	ILT	End of Q3	Not Started
Action Step 4 Analysis of Student Work	Classroom Teachers & ILT	02/29/24	Not Started
Action Step 5 Evidence of Completion - Share Glows & Grows	Classroom Teachers & ILT	End of Q3	Not Started
Implementation Milestone 4 By the end of the academic year, we aim to have 100% of our teachers consistently following the prescribed curriculum in at least 90% of their classes embedding student-to-student discourse.		Q4	Not Started
Action Step 1 Provide Instructional Approaches for embedding student -to-student discourse through Math Talks	ILT	Q4	Not Started
Action Step 2 Teachers will collaborate and discuss	Classroom Teachers & ILT	04/04 - 05/23/24	Not Started
Action Step 3 Observational cycle will be developed to review implementation and make adjustments	Classroom Teachers & ILT	05/01/24	Not Started
Action Step 4 Teachers will progress monitor	Classroom Teachers & ILT	05/20/24	Not Started
Action Step 5 Assess	Classroom Teachers & ILT	End of Q4	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Through professional learning communities, teachers will use the prescribed Tier 1 curriculum and reflect the internalization in order to select and deliver approriate, components to support students' reaching grade level proficiency in core content areas improving IAR ELA data from 20% to 32% and Math 12% to 18%. ✍️

| **SY26 Anticipated Milestones** | Through professional learning communities, teachers will use the prescribed Tier 1 curriculum and reflect the internalization in order to select and deliver aproriate, components to support students' reaching grade level proficiency in core content areas improving IAR Math data from 18% to 25% and ELA 32% to 44% . ✍️ |

| Return to Top | **Goal Setting** |

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

Resources: 🚀

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	SY24	SY25	SY26
IAR goal	Yes	IAR (Math)	Overall	6%	12%	18%	25%
			Select Group or Overall				
IAR goal	Yes	IAR (English)	Overall	14%	20%	32%	44%
			Select Group or Overall				

Numerical Targets [Optional] ✍️

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.	Quarter 1 Unit Plans will reflect the internalization of the units of study.		
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Exit Tickets are administered and assessed 3/5 days to inform differentiated instruction by core content area teachers.		
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
IAR goal	IAR (Math)	Overall	6%	12%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
IAR goal	IAR (English)	Overall	14%	20%	Select Status	Select Status	Select Status	Select Status

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

Curriculum & Instruction

IAR goal   IAR (English)

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.		Select Status	Select Status	Select Status	Select Status
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Exit Tickets are administered and assessed 3/5 days to inform differentiated instruction by core content area teachers.	Select Status	Select Status	Select Status	Select Status
Select a Practice		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.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

A Balanced assessment plan is practiced to determine who is in need of intervention
MTSS is active and functioning well with consistent meetings. Still trying to implement the PSP with fidelity.
Branching minds is used to create and monitor student meetings. However, it is merely compliance based and not truly used to progres monitor.
Second step Mondays were helpful in making sure all students were exposed to our Tier 1 SEL curriculum and were receiving direct instruction on how to use the strategies taught.

What is the feedback from your stakeholders?

Teachers asked for resources for strategies to address students with frequent misbehaviors that disrupt instruction.

WIN block trainings help to build coherence throughout the building, especially in the middle school department

Need clarity on how to measure student progress in between assessment cycles.

What student-centered problems have surfaced during this reflection?

*Intervention plan development support is needed to ensure students are getting "just in time" supports that are necessary for them to access Grade level content
*Clarity on which interventions are best used and when (especially for the older students)
*School-based structures for how to address students exhibiting repeated behaviors.
*40-45% of students fell into the urgent intervention category based on EOY STAR 360

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?

Clear structures for tracking student behavioral concerns - leads to inconsistency in school-wide norms and expected behavior
Clarity on plan monitorization in Branching Minds - leads to compliance based monitoring without clear plan for monitoring student improvement

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Return to Top   **Determine Priorities**

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

Students...

need clarity on how they are performing and what steps they need to take in order to improve in order to get more closely to achieve grade level proficiency.

need supportive relationships and hold a strong sense of community, belonging, and safety. Through the use of consistent Tier 1 SEL curriculum students will learn strategies to build their social emotional wellbeing

Resources: 🚀

[Determine Priorities Protocol]

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Return to Top   **Root Cause**

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

As adults in the building, we...

lack knowledge on which interventions to use when a student is struggling and how to properly match instructional tasks to the need that leads to student mastery.

Resources: 🚀

[5 Why's Root Cause Protocol]

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Return to Top   **Theory of Action**

What is your Theory of Action?

If we....

identify all students at risk academically, implement a structured weekly WIN/Small Group intervention plan that addresses the three critical components [*Prerequisite Content, Stage of Learning, and Aligned Instructional Method*] and create a end of cycle assessment tool to measure student progress

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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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....

80% of teachers providing strategic intervention supports and using progress monitoring data to confer with students and adjust instructional plans ✍️

which leads to...

accelerated learning that leads students to grade level proficiency as seen in movement of percentile ranking in i-Ready and Star 360. We will also see 80%+ of students receiving intervention meeting their intervention goals each cycle. ✍️

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 ✍️

MTSS Team

Dates for Progress Monitoring Check Ins

Q1	9/28/23	Q3	2/29/24
Q2	11/30/23	Q4	5/30/24

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	By the end of Quarter 1, intervention blocks will be running and 100% of students will have an intervention entered into Branching Minds.			*Select Status*
Action Step 1	Teachers and all intervention providers will receive training on WIN block implementation	MTSS Team, Admin	Q1, Week 3-6	In Progress
Action Step 2	Data analysis on iReady/360 data for groupings	MTSS Coordinator, ILT	Q1, Week 3	In Progress
Action Step 3	Provide training on approved tools for progress monitoring	MTSS Coordinator, ILT	Q1, Week 5	Not Started
Action Step 4	Teachers and all intervention providers will receive training on intervention plan creation through use of Branching Minds	MTSS Coordinator	Q1, Week 6	Not Started
Action Step 5	Teachers will monitor progress of students to determine the effectiveness of the intervention plan on student learning	Everyone	end of Q1	Not Started
Implementation Milestone 2	By the end of Q2, intervention blocks will have end of cycle assessments to measure student progress.	Classroom teachers	End of Q2	*Select Status*
Action Step 1	An end of cycle analysis protocol will be developed to determine the progress students have made in Q1	MTSS Team	Q2, Week 1-2	Not Started
Action Step 2	End of cycle analysis protocol will be administered to students and teachers will analyze student progress	Classroom teachers	Q2, Week 3	Not Started
Action Step 3	MTSS team will analyze student progress and determine adjustments that need to be made in order to strengthen interventions provided	ILT & MTSS Teams	Q2, Weeks 4-5	Not Started
Action Step 4	Observational cycle will be facilitated to review implementation & make instructional adjustments	Admin & MTSS Team	Q2, Week 8	Not Started
Action Step 5	End of cycle analysis protocol to measure student success as	Everyone	End of Q2	Not Started
Implementation Milestone 3	By the end of Q3 80% of teachers will be implementing small group differented instruction within the Tier 1 classroom daily.	Classroom Teachers	End of Q3	*Select Status*
Action Step 1	Teachers will learn the components of Guided Reading & Math and how to match instructional tasks to student needs	ILT	Q3, Weeks 1-3	*Select Status*
Action Step 2	Teachers will plan guided reading & math instruction using leveled readers and differentiated math tasks	Classroom teachers	Q3, Weeks 1-3	*Select Status*
Action Step 3	Teachers will develop stations where all students rotate to different activities when in small group	Classroom teachers	Q3, Weeks 4-5	*Select Status*
Action Step 4	Peer observation cycles will be utilized to strengthen implementation	Classroom teachers	Q3, Week 7	*Select Status*
Action Step 5	1-on-1 Feedback cycles on the planning and implementation of small group instruction	Admin & Classroom Teachers	End of Q3	*Select Status*
Implementation Milestone 4	80% of students within the group are making positive growth progress towards their specific goal resulting in student performance in mathematics will improve from 28% to 35% in benchmark proficiency as evidenced by iReady and from 16% to 25% in STAR 360.	Students	End of SY24	*Select Status*
Action Step 1	End of cycle analysis protocol will be administered to students and teachers will analyze student progress	Classroom Teachers	Q4, Week 1	*Select Status*
Action Step 2	Student groupings for intervention blocks will be adjusted based on student data	Admin & MTSS Team	Q4, Week 2	*Select Status*
Action Step 3	Observational cycle will be developed to review implementation & make instructional adjustments	Classroom teachers	Q4, Week 4-5	*Select Status*
Action Step 4	Small group feedback cycles will be done to strengthen implementation	Admin & Classroom Teachers	Q4, Week 7	*Select Status*

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Action Step 5	End of cycle analysis protocol measuring success of students on STAR 360 and iReady assessments	All	End of SY24	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Through a strategic intervention block, teachers will be able to select and deliver appropriate, research based interventions and scaffolded supports to support students' reaching grade level proficiency in mathematics improving from 35% to 40% in iReady and from 25% to 33%.	✍️
SY26 Anticipated Milestones	Through a strategic intervention block, teachers will be able to use data from STAR 360 and iReady to plan for instruction that results in student performance in mathematics improving from 40% to 45% in iReady and from 33% to 40%	✍️

Goal Setting

Return to Top

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

Resources: 🚀

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	SY24	SY25	SY26
Students will meet their targets each testing cycle as evidenced by iReady	Yes	iReady (Math)	Overall	28	35	40	45
			Select Group or Overall				
Students will meet their targets each testing cycle as evidenced by STAR 360	Yes	STAR (Math)	Overall	16	25	33	40
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍️	Specify your practice goal and identify how you will measure progress towards this goal. ✍️		
	SY24	SY25	SY26
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Strenghten the fidelity of the progress monitoring (CBM Platfrom, IReady Literacy task etc.)		
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.	Monthly training on small group planning towards implementation, data analysis, and observations		
Select a Practice			

SY24 Progress Monitoring

Return to Top

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.

Inclusive & Supportive Learning Environment

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Students will meet their targets each testing cycle as evidenced by iReady	iReady (Math)	Overall	28	35	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Students will meet their targets each testing cycle as evidenced by STAR 360	STAR (Math)	Overall	16	25	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Strenghten the fidelity of the progress monitoring (CBM Platfrom, IF	Select Status	Select Status	Select Status	Select Status
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.	Monthly training on small group planning towards implementation, d	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24
Students will meet their targets each testing cycle as evidenced by iReady	iReady (Math)	Overall	28	35
Students will meet their targets each testing cycle as evidenced by STAR 360	STAR (Math)	Overall	16	25

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

IL-Empower

IL-EMPOWER GRANT ASSURANCES

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

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

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

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

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

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

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

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

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

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

IL-EMPOWER SMART GOALS

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

IL-Empower Goals Must have a Numerical Target	Select a Goal Below	Student Groups	Baseline	SY24	SY25	SY26
Required Math Goal	IAR (Math): IAR goal	Overall	6%	12%	18%	25%
		Select Group or Overall				
Required Reading Goal	IAR (English): IAR goal	Overall	14%	20%	32%	44%
		Select Group or Overall				
Optional Goal	Select a Goal					

If Checked: Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections	☑	**Our school is a Title I school operating a Schoolwide Program** This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.
If Checked: No action needed	☐	**Our school is a non-Title I school that does not receive any Title I funds.** **(Continue to Approval)**

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

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

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

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

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

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

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

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

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

SCHOOL & FAMILY COMPACT

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

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

- ☑ The school will hold parent-teacher conferences.

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

- ☑ The school will provide parents reasonable access to staff.

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

- ☑ The parents will support their children's learning.

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

The school will host PAC meetings for each month as facilitated by various members of the ILT and/or community partners offered at different times of the day, week and year to accommodate schedules of potential participants. The goal for parent community relationships is aligned with our first strategy which is to improve Expectations for Quality & Character of School Life: Relational Trust. We plan to support parents utilizing a life mapping model in order to develop a school community that focus in on personal growth as a means to supporting the school/home collaboration.

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