

## CIWP Team & Schedules

[Resources](#)

### Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

[CIWP Team Guidance](#)

Name	Role	Email
Latrice Flowers	Principal	llflowers@Cps.edu
Shante Ivory	AP	sphill@Cps.edu
Vincent Meredith	Teacher Leader	vmeredith1@cps.edu
Tasha Williams	Teacher Leader	tawilliams42@CPS.EDU
A. White	Parent	
	Select Role	
	Select Role	
	Select Role	
	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	7/5/23	7/6/23
Reflection: Curriculum & Instruction (Instructional Core)	7/14/23	7/14/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/14/23	7/14/23
Reflection: Connectedness & Wellbeing	7/14/23	7/14/23
Reflection: Postsecondary Success	7/14/23	7/14/23
Reflection: Partnerships & Engagement	7/14/23	7/14/23
Priorities	7/17/23	7/17/23
Root Cause	7/18/23	7/19/23
Theory of Acton	7/20/23	7/20/23
Implementation Plans	7/20/23	7/24/23
Goals	7/28/23	7/28/23
Fund Compliance	7/28/23	8/21/23
Parent & Family Plan	8/25/23	8/25/23
Approval	8/21/23	8/25/23

## SY24 Progress Monitoring Schedule

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

### CIWP Progress Monitoring Meeting Dates

Quarter 1	10/27/2023
Quarter 2	12/22/2023
Quarter 3	4/1/2024
Quarter 4	6/7/2024

**Indicators of a Quality CIWP: Reflection on Foundations**

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.  
 Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.  
 Stakeholders are consulted for the Reflection of Foundations.  
 Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

**Resources**

[Reflection on Foundations Protocol](#)

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**Curriculum & Instruction**

**Using the associated references, is this practice consistently implemented?**

**References**

**What are the takeaways after the review of metrics?**

**Metrics**

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	<a href="#">CPS High Quality Curriculum Rubrics</a>	EOY iReady data shows an upward trend with an overall 13% reduction for K-2 students who were two or more grade levels below in Math. In addition, 28% of students in K-2 were proficient in Math. K-2 students are demonstrating an upward trend in meeting or exceeding grade level in ELA with an overall 13% reduction for K-2 students who were two or more grade levels below in ELA. In addition, 46% of students were proficient in ELA, a 33% increase from BOY. We have identified the 4 second grade students who are two or more grade levels below and the circumstances that may have attributed. These students have been placed on the watchlist.  STAR360 EOY data shows an upward trend with an overall 35% reduction for grades 3-6 students who were two or more grade levels below in ELA. In addition, 13% more students were meeting or exceeding grade level. A total of 24% of students were proficient. EOY data shows an upward trend with an overall 9% reduction for grades 3-6 students who were two or more grade levels below in Math. In addition, 11% more students were meeting or exceeding grade level. A total of 36% of students were proficient.	<a href="#">iAR (Math)</a>  <a href="#">iAR (English)</a>  Rigor Walk Data (School Level Data)  <a href="#">PSAT (EBRW)</a>  <a href="#">PSAT (Math)</a>   <a href="#">STAR (Reading)</a>   <a href="#">STAR (Math)</a>	
Partially	Students experience grade-level, standards-aligned instruction.	<a href="#">Rigor Walk Rubric</a>  <a href="#">Teacher Team Learning Cycle Protocols</a>  <a href="#">Quality Indicators Of Specially Designed Instruction</a>		- Cultivate Survey questions will be intentionally aligned to address learning conditions identified as priorities for Brownell (Feedback, Student Voice, Classroom Community).	<a href="#">iReady (Reading)</a>  <a href="#">iReady (Math)</a>  <a href="#">Cultivate</a>  <a href="#">Grades</a>  <a href="#">ACCESS</a>  <a href="#">TS Gold</a>  <a href="#">Interim Assessment Data</a>
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.	<a href="#">Powerful Practices Rubric</a>  <a href="#">Learning Conditions</a>		<p><b>What is the feedback from your stakeholders?</b></p> <p>- Cultivate Survey questions will be intentionally aligned to address learning conditions identified as priorities for Brownell (Feedback, Student Voice, Classroom Community). </p>	
Partially	The ILT leads instructional improvement through distributed leadership.	<a href="#">Continuum of ILT Effectiveness</a>  <a href="#">Distributed Leadership</a>			
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.	<a href="#">Customized Balanced Assessment Plan</a>  <a href="#">ES Assessment Plan Development Guide</a>  <a href="#">HS Assessment Plan Development</a>			
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	<a href="#">Assessment for Learning Reference Document</a>			
Partially	Students do not receive regular feedback on their work consistently. All students did not receive grade level instruction on a daily basis. There are inconsistent instructional practices for Tiers 1, 2, and 3.		<p><b>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?</b></p> <p>- Placing identified urgent intervention students on intervention/watch lists to remove barriers. </p> <p>- Focus groups will be created to boost academic performance in ELA/Math for students experiencing challenges in specific content areas.</p> <p>- Teachers will consistently utilize a system to track student data daily to assess student understanding and inform instructional practices.</p>		

**What student-centered problems have surfaced during this reflection?**

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

Students do not receive regular feedback on their work consistently. All students did not receive grade level instruction on a daily basis. There are inconsistent instructional practices for Tiers 1, 2, and 3.

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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.	<a href="#">MTSS Integrity Memo</a>  <a href="#">MTSS Continuum</a>	The Problem-Solving process need to be formally and consistently implemented. We are working toward completing the MTSS progress monitoring with fidelity. Majority of students are meeting their reading goals. Adjustments to schedules and an action plan is being formulated to improve focus on math instruction.	Unit/Lesson Inventory for Language Objectives (School Level Data)  <a href="#">MTSS Continuum</a>
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		<a href="#">Roots Survey</a>
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.	<a href="#">MTSS Integrity Memo</a>
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.	<a href="#">LRE Dashboard Page</a>
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	<a href="#">IDEA Procedural Manual</a>
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	<a href="#">EL Placement Recommendation Tool ES</a> <a href="#">EL Placement Recommendation Tool HS</a>
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.	


**What student-centered problems have surfaced during this reflection?**

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


- DL students didn't have access to DL instruction on a consistent basis due to teacher vacancy. 
- Student growth and movement between tiers are inconsistent between ELA and Math.
- Students did not engage in consistent small group instruction in ELA and Math.

formulates to improve focus on math instruction.

**What is the feedback from your stakeholders?**

One feedback from stakeholders is to create a schedule that demonstrate a balance for students. Continue to support teachers with reading by layering TutorCorps, Interventionist, and Tier 1 implementation with fidelity. 

**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?**

Intentionally creating a system of layered supports for math similar to that in reading. 


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

[Return to Top](#) **Connectedness & Wellbeing**


Using the associated references, is this practice consistently implemented?	References
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.  <a href="#">BHT Key Component Assessment</a>  <a href="#">SEL Teaming Structure</a>
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 student-centered problems have surfaced during this reflection?**


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

- Students are not provided a comprehensive menu of interventions to support them at every level. 


**What are the takeaways after the review of metrics?**

Data shows that our system is connected and consistent with the Students Rights/Responsibility protocol resulting in a decrease in out of school suspension. Consistent and fidelous documentation of skill building and restorative practices will be recorded in Aspen by the Dean and Counselor. Teachers clarify expectations for student behavior during out of class times/preps. Teachers are intentional in their use of language when referring to preps as enrichment or class time. Prep teachers will create Classroom Management plans during week 0. All PSRP's will actively monitor and support students/ teacher during prep times. 

**What is the feedback from your stakeholders?**

There is a need for a re-entry plan for students who are chronically absent. A comprehensive calendar of our restorative practices are needed to support all students. 

**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?**



Student Attendance Team will create intentional student re-entry plans. Dean and counselor will create and share menus of interventions being used with students. Dean will ensure intentional skill building sessions with students receiving in-school suspensions. Dean and counselor will record all skill building efforts into Aspen to minimize 

- Metrics**
- [% of Students receiving Tier 2/3 interventions meeting targets](#)
  - [Reduction in OSS per 100](#)
  - [Reduction in Access to OST](#)
  - [Increase Average Daily Attendance](#)
  - [Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#)
  - [Cultivate \(Belonging & Identity\)](#)
  - [Enrichment Program Participation: Enrollment & Attendance](#)
  - [Student Voice Infrastructure](#)

record all skill building efforts into Aspen to minimize in-school and out-of-school suspensions and to provide instructive, corrective restorative practices for students.


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


Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).</p> <p><a href="#">College and Career Competency Curriculum (C4)</a></p>	<p>6th grade students finished the Naviance platform. </p> <p>Students' grades and alignment with the large scale assessments are not a match.</p>	<p><a href="#">Graduation Rate</a></p> <p><a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCC</a></p> <p><a href="#">3 - 8 On Track</a></p> <p><a href="#">Learn, Plan, Succeed</a></p> <p><a href="#">% of KPIs Completed (12th Grade)</a></p> <p><a href="#">College Enrollment and Persistence Rate</a></p>
No	<p>Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).</p> <p><a href="#">Individualized Learning Plans</a></p>		<p><a href="#">9th and 10th Grade On Track</a></p>
Partially	<p>Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).</p> <p><a href="#">Work Based Learning Toolkit</a></p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>Students need exposure to the academic centers and the metrics for success and enrollment. </p> <p>Teachers need quarterly review for grades, large scale assessments, and task alignment to ensure that recorded tasks are grade level, rigorous, and reflect the students level of mastery.</p>	<p><a href="#">Cultivate (Relevance to the Future)</a></p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
N/A	<p>Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).</p>		
N/A	<p>Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).</p> <p><a href="#">ECCE Certification List</a></p>		
N/A	<p>There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).</p> <p><a href="#">PLT Assessment Rubric</a></p>		
N/A	<p>Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).</p> <p><a href="#">Alumni Support Initiative One Pager</a></p>		

**What student-centered problems have surfaced during this reflection?**

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

Students transition to another school for 7th and 8th grades. 

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p> <p><a href="#">Spectrum of Inclusive Partnerships</a></p>	<p>There was a low response rate on the 5Essentials survey from parents/guardians. </p>	<p><a href="#">Cultivate</a></p> <p><a href="#">5 Essentials Parent Participation Rate</a></p>

<p>Yes</p>	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p> <p><a href="#">Reimagining With Community Toolkit</a></p>		<p><a href="#">5E: Supportive Environment</a></p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p>
<p>Partially</p>	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles &amp; CIWP).</p> <p><a href="#">Student Voice Infrastructure Rubric</a></p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>Representation from primary grades need to be included on Student Council. 🍌</p> <p>Students should continue to be celebrated for their academic achievements.</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p><b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>A Student Council exists however, in order to promote students as equitable partners and position them as co-decision makers, meetings must be consistent and maintain structural organization. 🍌</p>		<p><b>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?</b></p> <p>Ensure parent support is strengthened by including parent surveys that capture interests, availability, and skills to elevate parent voice and engagement. Leverage families as academic partners as we plan enrichments that target students at meets or exceeds. 🍌</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
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?

EOY iReady data shows an upward trend with an overall 13% reduction for K-2 students who were two or more grade levels below in Math. In addition, 28% of students in K-2 were proficient in Math. K-2 students are demonstrating an upward trend in meeting or exceeding grade level in ELA with an overall 13% reduction for K-2 students who were two or more grade levels below in ELA. In addition, 46% of students were proficient in ELA, a 33% increase from BOY. We have identified the 4 second grade students who are two or more grade levels below and the circumstances that may have attributed. These students have been placed on the watchlist.

STAR360 EOY data shows an upward trend with an overall 35% reduction for grades 3-6 students who were two or more grade levels below in ELA. In addition, 13% more students were meeting or exceeding grade level. A total of 24% of students were proficient. EOY data shows an upward trend with an overall 9% reduction for grades 3-6 students who were two or more grade levels below in Math. In addition, 11% more students were meeting or exceeding grade level. A total of 36% of students were proficient.

What is the feedback from your stakeholders?

- Cultivate Survey questions will be intentionally aligned to address learning conditions identified as priorities for Brownell (Feedback, Student Voice, Classroom Community).

What student-centered problems have surfaced during this reflection?

Students do not receive regular feedback on their work consistently. All students did not receive grade level instruction on a daily basis. There are inconsistent instructional practices for Tiers 1, 2, and 3.

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?

- Placing identified urgent intervention students on intervention/watch lists to remove barriers.
- Focus groups will be created to boost academic performance in ELA/Math for students experiencing challenges in specific content areas.
- Teachers will consistently utilize a system to track student data daily to assess student understanding and inform instructional practices.

Return to Top Determine Priorities

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

Students...  
 Students do not have access to high-quality instruction on a daily basis.  
 Students are not mastering grade-level content and standards.  
 Students are not receiving Tier 1 instruction that includes an intentional alignment between the standard, objective, task, and assessment.

Resources: [Determine Priorities Protocol](#)

**Indicators of a Quality CIWP: Determine Priorities**  
 Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.  
 Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).  
 For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.  
 Priorities are determined by impact on students' daily experiences.

Return to Top Root Cause

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

As adults in the building, we...  
 are not instructing students on grade level standards because we have not built teacher capacity.

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...  
 The ILT team provides coaching sessions and allotted time for teacher collaboration centered around intentionally differentiated rigorous instructional tasks

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


Theory of Action is an impactful strategy that counters the associated root cause.

Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.


Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"

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

then we see....

teachers consistently teaching objectives and implementing daily assessment practices that lead to mastery of the grade level standards 

which leads to...

a minimum of 70% of Grade K-6 students meeting grade level expectations as measured by the I-Ready assessment by SY2026. 

[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


**Dates for Progress Monitoring Check Ins**


Q1 10/27/2023

Q3 4/1/2024

Q2 12/22/2023




Q4 6/7/2024

**SY24 Implementation Milestones & Action Steps** 

**Who** 

**By When** 

**Progress Monitoring**

	SY24 Implementation Milestones & Action Steps 	Who 	By When 	Progress Monitoring
<b>Implementation Milestone 1</b>	Teachers will engage in high quality, rigorous instruction daily.	Teachers	October 2023	Select Status
<b>Action Step 1</b>	Share expectations during Week 0 for Tier 1 instruction	ILT Team	August 14th- 18th	Completed
<b>Action Step 2</b>	Teachers will engage in standards based PD during the summer and align our tier 1 curriculum objectives to our CCSS standards	ILT team/ Teachers	July 6th, July 17th	Completed
<b>Action Step 3</b>	Provide After school planning time for teachers to plan ahead one week.	Teachers	Quarterly	Completed
<b>Action Step 4</b>	ILT will monitor student experience of Tier 1 instruction.	ILT Team	Bi-Weekly	In Progress
<b>Action Step 5</b>	Teachers will use a Checklist for assessment to assess students mastery of daily objective.	Teachers	September 11, 2023	In Progress
<b>Implementation Milestone 2</b>	Assessment All classrooms using data checklist at least 3 times per week.	Teachers	September 11, 2023	Select Status
<b>Action Step 1</b>	Share expectations during Week 0 for Tier 1 instruction	ILT Team	August 14th- 18th	Completed
<b>Action Step 2</b>	Teachers update their quarterly planning map aligned to our Tier 1 curriculum expectations.	Teachers	Quarterly	In Progress
<b>Action Step 3</b>	Teachers will be given a time to collaborate and provide feedback on the assessment practices using a data consultancy protocol.	ILT Team	Quarterly	Not Started
<b>Action Step 4</b>	ILT will provide one week of practice to collaborate on checklist usage. Teachers will bring their checklist aligned to their weekly task to GLT meetings.	ILT Team	10/22/2023	In Progress
<b>Action Step 5</b>	Teachers use data tracker at least 3 days per week to progress monitor student daily progress towards mastery of standards.	Teachers	September 11, 2023	In Progress
<b>Implementation Milestone 3</b>	Coaching 100% of teacher's instruction with objectives aligned to the grade level standards.	Teachers	October 2023	Select Status
<b>Action Step 1</b>	Planning summer session around unpacking the essential standards to align objectives from our Tier 1 curriculum to preserve the rigorous tasks that build towards mastery.	Teachers/ILT	July 2023	Completed
<b>Action Step 2</b>	Engage in Rigorous Task PD where teachers will analyze student tasks.	ILT Team	December 2023	Not Started
<b>Action Step 3</b>	ILT model Tier 1 curriculum expectations to provide access to all students while staying fidelous to the curriculum, tasks, and standard.	ILT Team	August 14th- 18th	Completed
<b>Action Step 4</b>	ILT conduct intructional walks monthly to provide support to teachers around stanards, objective, and task alignment to determine differentiated supports for teachers.	ILT Team	Monthly	In Progress
<b>Action Step 5</b>	ILT provides support and follow-up visit based on differentiated needs around objectives posted and shared with students, aligned to the standards, and rigorous task aligned to the objective.	ILT Team	bi-weekly	In Progress
<b>Implementation Milestone 4</b>	Rigorous Task 100% of classroom tasks aligned to the grade level standards.	Teachers	October 22, 2023	Select Status
<b>Action Step 1</b>	Planning summer session around unpacking the essential standards to align objectives from our Tier 1 curriculum to preserve the rigorous tasks that build towards mastery.	Teachers/ILT	July 2023	Completed
<b>Action Step 2</b>	Teachers will engage in task analysis during grade level to build capacity of teachers.	Teachers/ILT	Quarterly	Not Started
<b>Action Step 3</b>	Teachers will engage in coaching sessions around backwards planning.	Teachers/ILT	Quarterly	Not Started

Action Step 4	Teachers bringing in task, assessment, and checklist during monthly grade level.	Teachers/ILT	Monthly	In Progress
Action Step 5	ILT vets the SY25 Reading curriculum	ILT	April 2024	Select Status

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	All instruction will be aligned to daily objectives to ensure mastery of grade level standards and will be monitored using a data tracker in most classrooms measured by the Rigor Walks. ILT will mentor and support teachers based on the results of the rigor walk.	
<b>SY26 Anticipated Milestones</b>	All instruction will be aligned to daily objectives to ensure mastery of grade level standards and will be monitored using a data tracker in all classrooms measured by the Rigor Walks. ILT will mentor and coach teachers based on the results of the rigor walk.	

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**Indicators of a Quality CIWP: Goal Setting**

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on 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:**

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

**Performance Goals**

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
By SY26, 70% of students in K-6 will be at ELA EOY attainment as measured by the I-Ready assessment.	Yes	iReady (Reading)	Overall	29%	60%	65%	70%
			Select Group or Overall				
By SY26, 70% of students in K-6 will be at MATH EOY attainment as measured by the I-Ready assessment.	Yes	iReady (Math)	Overall	33%	60%	65%	70%
			Select Group or Overall				

**Practice Goals**

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
<i>C&amp;I:2 Students experience grade-level, standards-aligned instruction.</i>	All Pre-K through 6th grade teachers will participate in peer rigor walks with the focus on implementation of high quality core curriculum and receive feedback/next steps to continue to build teacher practice.	Alignment of rigorous student task will be evident in most classrooms as measured by the Instructional Rigor Walks/ Classroom Observations.	Alignment of rigorous student task will be evident in all classrooms as measured by the Instructional Rigor Walks/ Classroom Observations.
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	All K through 6th grade teachers will engage in PLCs focused on alignment of task to summative, weekly, and daily assessments.	Most K through 6th grade classrooms will utilize an evidence based student tracker aligned with their daily objective.	All K through 6th grade classrooms will utilize an evidence based student tracker aligned with their daily objective.
<i>C&amp;I:4 The ILT leads instructional improvement through distributed leadership.</i>	Our lead teachers will mentor a new teacher around Brownell priorities and expectations, lead 1 session of Week 0 PD, 5 week cycle after school session, and a GLT meeting per quarter.	Our lead teachers will mentor a teacher around Brownell priorities and expectations, lead 2 session of Week 0 PD, 5 week cycle after school session, and a bi-monthly GLT meeting.	Our ILT will coach teachers around Brownell priorities and expectations based on differentiated needs, lead multiple sessions during principal directed staff professional development days, 5 week cycle after school session, and facilitate monthly GLT meeting.

[Return to Top](#) **SY24 Progress Monitoring**

**Resources:**

Below are the goals for this Theory of Action that were created



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

above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

**Performance Goals**

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
By SY26, 70% of students in K-6 will be at ELA EOY attainment as measured by the I-Ready assessment.	iReady (Reading)	Overall	29%	60%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
By SY26, 70% of students in K-6 will be at MATH EOY attainment as measured by the I-Ready assessment.	iReady (Math)	Overall	33%	60%	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.	All Pre-K through 6th grade teachers will participate in peer rigor walks with the focus on implementation of high quality core curriculum and receive feedback/next steps to continue to build teacher practice.	Select Status	Select Status	Select Status	Select Status
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	All K through 6th grade teachers will engage in PLCs focused on alignment of task to summative, weekly, and daily assessments.	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	Our lead teachers will mentor a new teacher around Brownell priorities and expectations, lead 1 session of Week 0 PD, 5 week cycle after school session, and a GLT meeting per quarter.	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

The Problem-Solving process need to be formally and consistently implemented. We are working toward completing the MTSS progress monitoring with fidelity. Majority of students are meeting their reading goals. Adjustments to schedules and an action plan is being formulated to improve focus on math instruction.

What is the feedback from your stakeholders?

One feedback from stakeholders is to create a schedule that demonstrate a balance for students. Continue to support teachers with reading by layering TutorCorps, Interventionist, and Tier 1 implementation with fidelity.

What student-centered problems have surfaced during this reflection?

DL students didn't have access to DL instruction on a consistent basis due to teacher vacancy.  
 Student growth and movement between tiers are inconsistent between ELA and Math.  
 Students did not engage in consistent small group instruction in ELA and Math.

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?

Intentionally creating a system of layered supports for math similar to that in reading.

Return to Top Determine Priorities

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

Students...  
 did not engage in rigorous small group instruction that was aligned to their monthly SMART goal with the intensity needed to reach their EOY goal.

Resources:

[Determine Priorities Protocol](#)

**Indicators of a Quality CIWP: Determine Priorities**  
 Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.  
 Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).  
 For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.  
 Priorities are determined by impact on students' daily experiences.

Return to Top Root Cause

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

As adults in the building, we...  
 are not engaging students in intentional small group instruction aligned to rigorous differentiated SMART goals.

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....  
 teacher leaders and administration create and strategically monitor a multi-tiered system of support (MTSS) embedded with expectations that equate to high levels of performance at the core/tier one level, then incorporate targeted strategic supports for students that have transitioned to tier 2 and integrate interventions grounded in evidence

Resources:

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

### Inclusive & Supportive Learning Environment

then we see....  
90% of teachers utilizing the MTSS school-wide data protocols to inform the 5 week learning cycles (SMART goals) with fidelity,

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.

which leads to...  
a minimum of 80% of Grade K-6 students meeting or exceeding their growth targets as measured by the I-Ready assessment by SY2026 and an increase in students demonstrating success in tier one core instruction.

[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			
ILT		Q1	10/27/2023	Q3	4/1/2024
		Q2	12/22/2023	Q4	6/7/2024
	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring	
<b>Implementation Milestone 1</b>	Teachers will engage students in 5 5-week cycles.	Teachers	May 2024	In Progress	
<b>Action Step 1</b>	Share expectations during Week 0 for Tier 1 instruction	ILT Team	August 14th- 18th	Completed	
<b>Action Step 2</b>	Teachers will enter BOY, EOY, and monthly targets in the mapping the growth document.	Teachers	September 5, 2023	Completed	
<b>Action Step 3</b>	Mapping the growth - Teachers will enter ambitious SMART goals to meet students monthly targets.	Teachers	September 7, 2023	Completed	
<b>Action Step 4</b>	ILT will monitor and provide feedback during each cycle.	ILT Team	Monthly	In Progress	
<b>Action Step 5</b>	GLT collaboration time will be held at the beginning, mid-cycle, and at the end of each cycle.	ILT Team	Quarterly	Not Started	
<b>Action Step 6</b>	Clinics session will be held during each progress monitoring week to support teacher need to adjust their instruction to meet student's monthly goal.	Admin	Monthly	In Progress	
<b>Action Step 7</b>	Teachers will enter five 5 week cycle goals into the Mapping the Growth document.	Teachers	May 2024	In Progress	
<b>Implementation Milestone 2</b>	Students in need of Tier 2 and 3 supports will have their 5 -5 week cycles of interventions logged into the Branching Minds platform.	Teachers	Bi-weekly	Select Status	
<b>Action Step 1</b>	Vision/Expectations for Branching Minds will be shared during GLT during Quarter 1. ILT will model grouping expectations	ILT Team	September 22, 2023	Select Status	
<b>Action Step 2</b>	BOY conversations will be held individually to set goals.	Admin/teachers	September 22, 2023	Select Status	
<b>Action Step 3</b>	Teachers will create SMART goals for students in need of Tier 2 and 3 interventions (feedback will be provided).	Teachers	September 7, 2023-Ongoing	Select Status	
<b>Action Step 4</b>	Teachers will enter SMART goals into the Branching Minds platform.	Teachers	Every 5 weeks	Select Status	
<b>Action Step 5</b>	Teachers will enter progress monitor, frequency, intervention and goal status for each group mid-cycle and at the end of each cycle.	Teachers	Every 5 weeks	Select Status	
<b>Action Step 6</b>	Clinics will be held after school during each MTSS cycle to provide differentiated supports for teachers.	Admin/teachers	Monthly	Select Status	
<b>Action Step 7</b>	ILT will monitor the Branching Minds entry.	ILT Team	Monthly	Select Status	
<b>Implementation Milestone 3</b>	Case Manager will create, monitor, and support a process for timely review for DL services.	Case manager	June 2024	Select Status	
<b>Action Step 1</b>	Case manager will create a process (where student academic/SEL data over a 5 week period demonstrate a need for DL services) for referrals, timeline for DL team review.	Case manager	September 18, 2023	Select Status	
<b>Action Step 2</b>	Case Manager will share out to all stakeholders during professional development.	Case manager	September 22, 2023	Select Status	
<b>Action Step 3</b>	Case Manager will provide ongoing support during grade level.	Case manager	Weekly	Select Status	
<b>Action Step 4</b>	Case manager will update admin on a quarterly basis.	Case manager	Bi-weekly	Select Status	
<b>Action Step 5</b>	Case manager will attend all N12 case managers meeting to bring back best practices and updates.	Case manager	Monthly	Select Status	
<b>Implementation Milestone 4</b>	Teachers will engage in daily small group.	Teachers	September 11, 2023-Ongoing	Select Status	
<b>Action Step 1</b>	Teachers will introduce procedures/all stations during week 1. Students will engage and practice during the following weeks.	Teachers	August 29, 2023	Completed	
<b>Action Step 2</b>	BOY conversations will be held individually to set goals.	Teachers/Admin	September 2023	Select Status	

<b>Action Step 3</b>	ILT will monitor implementation of the interventions aligned to the 5 week SMART goal. Clinics will be held after school each MTSS cycle to support teachers.	ILT Team	Monthly	Select Status
<b>Action Step 4</b>	Teachers will engage in peer observations to see best practices for small group instruction.	Teachers	Quarterly	Select Status
<b>Action Step 5</b>	Academic prep will be provided for all students & push-in for classrooms in need of additional support based on data	Interventionist	August 21, 2023-Ongoing	In Progress
<b>Action Step 6</b>	ILT will model the backwards planning objectives during small group instruction during GLT.	ILT Team	September 4, 2023	Completed
<b>Action Step 7</b>	ILT will share and monitor small group resources, objectives, and SMART goal alignment monthly.	ILT Team	September 4, 2023	Completed

**SY25-SY26 Implementation Milestones**

**SY25 Anticipated Milestones**  
All teachers will create SMART goals for students in need of tier 2 and 3 interventions in an effort to ensure all students meet or exceed their individual acceleration targets. 🏠

**SY26 Anticipated Milestones**  
All K-6 teachers will engage in 5-5 week cycles for all students in need of tier 2 and 3 supports aligned to our universal screeners. All teachers will create SMART goals for students in need of tier 2 and 3 interventions in an effort to ensure all students meet or exceed their individual acceleration targets. 🏠

[Return to Top](#) **Goal Setting**

**Indicators of a Quality CIWP: Goal Setting**

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on applicable baselines and trend data).  
Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).  
Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).  
There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.  
Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.  
Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

**Resources:** 🏠

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

**Performance Goals**

Specify the Goal 🏠	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🏠	Numerical Targets [Optional] 🏠		
					SY24	SY25	SY26
By SY26, 80% of students in K-6 will meet or exceed their growth target for ELA as measured by the I-Ready assessment.	Yes	iReady (Reading)	Overall	35%	65%	73%	80%
			Select Group or Overall				
By SY26, 80% of students in K-6 will meet or exceed their growth target for MATH as measured by the I-Ready assessment.	Yes	iReady (Math)	Overall	41%	65%	73%	80%
			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.	All K-6 teachers will engage in five 5-week cycles for all students in need of tier 2 and 3 supports aligned to our universal screeners. All teachers will create SMART goals for students in need of tier 2 and 3 interventions for students to meet or exceed their 2 year acceleration targets.	All K-6 teachers will engage in five 5-week cycles for all students in need of tier 2 and 3 supports aligned to our universal screeners. All teachers will create SMART goals for students in need of tier 2 and 3 interventions for students to meet or exceed their 2 year acceleration targets.	All K-6 teachers will engage in five 5-week cycles for all students in need of tier 2 and 3 supports aligned to our universal screeners. All teachers will create SMART goals for students in need of tier 2 and 3 interventions for students to meet or exceed their 2 year acceleration targets.
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.	All K-6 teachers will receive support from the guiding coalition around analyzing data from universal screeners and progress monitoring in order to create academic intervention plans in the Branching Minds platform that provide differentiated Tier 2 and Tier 3 instruction based on students needs.	Most teachers will use data from universal screeners and progress monitoring in order to create academic intervention plans in the Branching Minds platform that provide differentiated Tier 2 and Tier 3 instruction based on students needs.	All teachers will use data from universal screeners and progress monitoring in order to create academic intervention plans in the Branching Minds platform that provide differentiated Tier 2 and Tier 3 instruction based on students needs.
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	Case manager will create a process (where student academic/SEL data over a 5 week period demonstrate a need for DL services) for referrals, timeline for DL team review, share out to all stakeholders during professional development, and provide ongoing support during grade level.	All staff is implementing the 5 week data referral process to ensure high quality, timely IEPs.	All staff is adhering to the 5 week data referral process to ensure high quality, timely IEPs.

[Return to Top](#) **SY24 Progress Monitoring**

Resources:

Below are the goals for this Theory of Action that were created above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

**Performance Goals**

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
By SY26, 80% of students in K-6 will meet or exceed their growth target for ELA as measured by the I-Ready assessment.	iReady (Reading)	Overall	35%	65%	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
		Select Group or Overall			<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
By SY26, 80% of students in K-6 will meet or exceed their growth target for MATH as measured by the I-Ready assessment.	iReady (Math)	Overall	41%	65%	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
		Select Group or Overall			<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="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.	All K-6 teachers will engage in five 5-week cycles for all students in need of tier 2 and 3 supports aligned to our universal screeners. All teachers will create SMART goals for students in need of tier 2 and 3 interventions for students to meet or exceed their 2 year acceleration targets.	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="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.	All K-6 teachers will receive support from the guiding coalition around analyzing data from universal screeners and progress monitoring in order to create academic intervention plans in the Branching Minds platform that provide differentiated Tier 2 and Tier 3 instruction based on students needs.	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	Case manager will create a process (where student academic/SEL data over a 5 week period demonstrate a need for DL services) for referrals, timeline for DL team review, share out to all stakeholders during professional development, and provide ongoing support during grade level.	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>

## Parent and Family Plan

If Checked:



### Our school is a Title I school operating a Schoolwide Program

This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.

Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections

If Checked:



### Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)

No action needed

### SCHOOL & FAMILY ENGAGEMENT POLICY

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

- The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.
- At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.
- Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.
- Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.
- Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.
- Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.
- Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.
- Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.

### SCHOOL & FAMILY COMPACT

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

- The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.
- The school will hold parent-teacher conferences.
- The school will provide parents with frequent reports on their children's progress.
- The school will provide parents reasonable access to staff.
- The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.
- The parents will support their children's learning.
- The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

### PARENT & FAMILY ENGAGEMENT BUDGET

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

The parent and family engagement funds will be used to strengthen our partnership with parents and empower them via a series of workshops that will cover a wide range of topics from student quantitative and contextual data, areas for improvement, suggestions for continued growth, and study habits to foster a safe, collaborative environment. Administration, and teacher leaders will lead various data and strategy workshops while the promotion of GoCPS and other workshops to foster emotional intelligence will be led by the school counselor. Our goal is to empower and equip parents with the knowledge and tools they need to support their child's holistic development.



Additional Activities consist of:

Monthly LSC and PAC meetings  
Bi-Monthly classroom parent meetings  
Open House  
Progress Report Pick-Up  
Parent teacher conferences

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