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 ✏
Nakayama, Naomi	Principal	nlnakayama@cps.edu
Bachmeier, Mallory	AP	mbruno2@cps.edu
Cesario, Nicole	Interventionist	nrwhite@cps.edu
Christina Tovar	Teacher Leader	ctovar@cps.edu
Arielle Cooper	Teacher Leader	ajcooper8@cps.edu
Danielle Lohens	Teacher Leader	dlohens@cps.edu
Michelle Babes	Teacher Leader	mlbabes@cps.edu
Kelsea McCarthy	Teacher Leader	klmaccarthy@cps.edu
	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	11/1/22	11/1/22
Reflection: Curriculum & Instruction (Instructional Core)	12/1/2022	12/12/22
Reflection: Inclusive & Supportive Learning (Instructional Core)	1/1/22	1/23/23
Reflection: Connectedness & Wellbeing	2/1/23	2/3/23
Reflection: Postsecondary Success	3/1/23	3/3/23
Reflection: Partnerships & Engagement	3/10/23	3/10/23
Priorities	4/1/23	4/10/23
Root Cause	6/1/23	6/8/23
Theory of Acton	6/13/23	6/13/23
Implementation Plans	8/8/23	8/8/23
Goals	8/14/23	8/14/23
Fund Compliance	9/1/23	9/1/23
Parent & Family Plan	9/1/23	9/1/23
Approval	9/5/23	9/5/23

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	10/18/2023
Quarter 2	12/20/2023
Quarter 3	03/20/2024
Quarter 4	06/05/2024

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

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	Curriculum is aligned with our standards. SEL curriuulum and Skyline address topics of Inner core, identity; texts are diverse; revisited throughout the year; Cultivate survey shows that teachers and students are addressing identity in the classrooms; Balanced assessment plan is diverse Rigor walk rubric grouping, partner, teacher collaboration and analyze data in grade level groups both independently, with co-teachers, and in PLC	IAR (Math)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric; Teacher Team Learning Cycle Protocols; Quality Indicators Of Specially Designed Instruction		IAR (English); Rigor Walk Data (School Level Data); PSAT (EBRW); PSAT (Math); STAR (Reading); STAR (Math)
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?** Skyline curriculum is rigorous and is culturally relevant and is challenging and high level. The Bridges curriculum is high level and alllows for "low floor, high ceiling tasks" ILT is the developing to performing stage this year in distributive leadership. ILT will be taking on more leadership roles through planning professional learning and supporting teachers with instruction through modeling and coaching. ILT will be recieving instructional led opportunities to develop coaching skills. Skyline assessments format is new for students. Skyline has exit slips and progress monitiroing Some of the various assessments that guide classroom instruction are Skyline assessments in Checkpoint, Bridges and Number Corner assessments, checklists/exit slips, Teaching Strategies Gold Feedback: Teachers should use multiple ways for students to demonstrate their understanding; Students should have variety and voice in how they engage with assessments and demonostrate their learning.	iReady (Reading); iReady (Math); Cultivate; Grades; ACCESS; TS Gold; Interim Assessment Data
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness; Distributed Leadership		
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan; ES Assessment Plan Development Guide; HS Assessment Plan Development		
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** Assessments: diverse assessments Evidence Based Assessments: Bridges (K-5 Math) assessments and Algebra (8th) ask students to critique work and model thinking. Piloting Skyline Math in 6th and 7th grade and supplmental Skyline in Pk. K-5 ELA increase usage of project based assessments. 6-8 Spingboard ELA curriculum utilizes a wide range of literature where students build connections to deepen understanding of themes. Students use writing and other projects to share learning. DL teachers differentiate assessments based on invidivical student needs. EL students receive modifications in the form of translations, pictures/visuals, Skyline and Bridges has Spanish accessibility where needed ILT: Distributed Leadership structures being developed; PLC schedule diversify teams; coaching and classroom walkthroughs; rigor walk rubric Inner Core/Powerful Practice- SEL blocks included in teacher's time distribution; Co-labs implementation to deepen teacher learning and ILT leadership role in progessional development Curriculum; Skyline is culturally responsive and integrates identity and project based learning. Cultural celebrations throughout the year-connected to the cultural backgrounds of our students.	

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

Student voice feedback; how are we analzing and applying to practice-how are Ss being asked to show what they know?
As a learner, how do Ss know what to improve on? How does T feedback inform Ss on what they need to improve on.-Ss won't be prepared for next level, have deficiencies; learning gaps; loss of confidence Students need ownership of their learning in order to do this students need to know themselves as learners, what they know and what they still need to learn;

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	Gen ed and special education teachers meet regularly to co-plan. DL teachers support gen ed teachers in creating intervention plans for tier 3 students. Resources and strategies are shared amongst teams horizontally and vertically. PLC's regularly monitor student progress and teams problem solve to support students in meeting academic growth targets. Teahers use Branching Minds to progress monitor, review data, and analyze student progress. Teachers would benefit from continue professional leanring in how to best use Branching Minds reports. Family engagement varies dependent on grade levels, collaboration with families is present throughout the building. IEP meetings are now ran using the Facilitated IEP model to be more transparent and inclusive with all stakeholders. The majority of staff have their EL endorsment, the ELPT supports classrooms that do not have an EL endorsed teacher.	Unit/Lesson Inventory for Language Objectives (School Level Data); MTSS Continuum; Roots Survey; ACCESS; MTSS Academic Tier Movement; Annual Evaluation of Compliance (ODLSS); Quality Indicators of Specially Designed Curriculum
Yes	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo		
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support	LRE Dashboard Page	**What is the feedback from your stakeholders?**	

| Yes | Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP. | | MTSS structure has created a way for teachers to identify instructional supports for all tiers of Ss. Branching Minds has provided a tool to log and progress monitor the impact of interventions and student learning through teacher monitoring and district assessments. T2 and T3 students recieve individualized supports based on needs. Problem solving process happens regularly with teams of teachers to idenfify student needs and create intervention plans for each student needing additionaly support. Professional learning around MTSS last year promoted reflection on how teachers engage all students in rigorous grade level curriuculum while adding supports and scaffolding where needed. Teachers are leaning about effective intrustional practices at all tiered levels and how to leverage best practices to increase student learning. | EL Program Review Tool |

3 students have moved from the cluster program to gen ed setting, 6 students have moved from pull out to being taught in 8th grade gen ed, SMART goals are utilized, IEP meetings were in 99% compliance regarding time, DL teachers and classroom teachers work diligently together, clinicians work with case manager and work diligently with students to meet services and needs

Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual		
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES	Teachers post EL langauage standards and incoorporate EL strategies into lesson planning and instructional delivery. ELPT provides professsional development to all teachers around the WIDA modules.	
		EL Placement Recommendation Tool HS		

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

| Partially | There are language objectives (that demonstrate HOW students will use language) across the content. | | Teachers will continue to discuss student voice and feedback for growth. In PLCs teachers will analyze data in multiple ways, including disaggregation of data by demographics to inform practice. 100% of staff needs their EL endorsements, ELPT works with teachers to participate in CPS sponsored cohorts. Teachers will incorporate Can Do Descriptors and language objecitves in their lessons. ELPT co-plans with teachers so that Can do descriptors are evident in differentiated instruction. Collaborative planning is our focus to ensure rigourous and challenging tier 1 instrcution that meets the needs of 80% of our students. Interventions for students at the T2 and T3 level. | |

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.

If students do not feel that their classroom is a safe place to take risks, then students will not be able to develop deeper thinking skills, experience more authentic learning experiences, and develop strong relationships with teachers. What does high rigor look like in every classroom? How much time in a week does a child stay in a level of productive struggle?

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 structures and teams in place that support this priority such as BHT and CCT. We formally recognize "Budlong Belonging" as a student award each semester. Our OST grants in the spring, summer, fall bring students together through interest based programs and clubs. We host many events that bring students together and celebrate our diversity.	% 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
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Increase Average Daily Attendance / Increased Attendance for Chronically Absent Students

What is the feedback from your stakeholders?

| 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. | | We have a strong focus on Social Emotional Learning (SEL) across the building. SEL focus for first 2 weeks of school. PreK implements Second Step We have the Caring Classroom Community Every classroom implements a Morning Circle / Morning Meetings daily SEL and Student identity is written in curriculum: ie: Skyline: Building a Community is in first unit and then throughout. PreK uses an integrated Creative Curriculum and implementing Skyline as a supplemental curriculum. Teachers are using Restorative Practices and talking Circles. School-wide we address behavior through one-on-one restorative practices and teacher. Attendance team created to analyze data around attendance and students needing additional supports for students with frequent absences. | Reconnected by 20th Day, Reconnected after 8 out of 10 days absent / Cultivate (Belonging & Identity) / Staff trained on alternatives to exclusionary discipline (School Level Data) / Enrichment Program Participation: Enrollment & Attendance / Student Voice Infrastructure / Reduction in number of students with dropout codes at EOY |
| 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.

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?

Increase communication with families of students that have chronic absences. Create attendance plans for students who are chronically tardy/absent. ✏️	Attendance team is looking at attendance patterns and identifying strategies for families that are individually tailored. ✏️

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
N/A — 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)	*[takeaways reflecting most students; takeaways reflecting specific student groups]* *Systems in place to give student voice and leadership opportunites* *IEP* *Cultivate survey* ✏️	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track
N/A — Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
N/A — 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?** *[feedback trends across stakeholders; feedback trends across specific stakeholder groups]* *Events that take place during the year are evident, such as* *Career Days* *Guest Speakers* *High School Fair* *College Site Visit* *SEL embedded in schedules* *Success Bound is completed for the full year w/curriculum assigned* *Previously - Naviance (now School Links)* *School Links will be utilized in classtime; ILPs are embedded in School Links* ✏️	9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
N/A — Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).			
N/A — Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
N/A — There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric	**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?** *[impact on most students; impact on specific student groups]* *Events that take place during the year are evident, such as* *Career Days* *Guest Speakers* *High School Fair* *College Site Visit* *SEL embedded in schedules* *Active/Knowledgable counselor wha seeks supports and opportunities for students and communicates with families.* ✏️	
N/A — Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager		

What 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.

[problems experienced by most students; problems experienced by specific student groups] ✏️
Students need more assistance with school staff to discuss post secondary and secondary options.
Students need easier accessibility to their own ILP and goals.
Students need more direct hands-on experiences with careers and professional interviewing skills.

Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially — The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	Students have voice and participate in school wide events; Ss participate in leadership cohorts such as student council and NJHS There are many opportunities to communicate with families: such as Backpack Mail, Surveys, Questionnaires, Drop off and Pick up, RCPU, Remind, Budlong Beautiful Notes FOB is an active parent group who meets regularly: they support school in many ways and lead fundraising events for the school: FOB hleps to promote small businesses with Business of the Month, Lead and plan School Wide Events There are many events to include families such as, Budlong Beautiful Fest, Ribbon Cutting, Peace Day, Chinese New Year, Talent Show, Budlong Meets Broadway, After School (RAS, OST, ✏️	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families

Sports), LSC, PK/K Events, Family Volunteers

Reimagining With Community Toolkit

Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.

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)

Student Voice Infrastructure Rubric

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).

Formal and informal family and community feedback received locally. (School Level Data)

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups]
Student voice is captured through surveys, Student Council, Student Representative LSC Member, NJHS, Choice activities in classrooms, Student Leaders in classrooms;
Ss suggest there are opportunities for choice and voice in afterschool activities and there is strong student voice in SEL, more so than in academics;

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.

Increasing student voice will strengthen student understanding and learning. Students need more opportunities for deeper engagement with curricula and increased student voice in learning is needed.

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

We are currently expanding the role of Student Council and NJHS to increase student voice.
There is professional development planned for staff on increasing student voice and improving teacher feedback for growth in order to increase student understanding of learning standards.
We are providing more opportunities for deeper engagement with curricula and unpacking standards. Professional development around high quality and effective use of student voice in learning is needed. Want to establish student leadership committee (SLC).

Jump to...
Reflection
Priority   TOA   Goal Setting   Progress
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.
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?

Curriculum is aligned with our standards.
SEL curriuculum and Skyline address topics of Inner core, identity; texts are diverse; revisited throughout the year;
Cultivate survey shows that teachers and students are addressing identity in the classrooms;
Balanced assessment plan is diverse
Rigor walk rubric grouping, partner, teacher collaboration and analyze data in grade level groups both independently, with co-teachers, and in PLC

What is the feedback from your stakeholders?

Skyline curriculum is rigorous and is culturally relevant and is challenging and high level. The Bridges curriculm is high level and alllows for "low floor, high ceiling tasks"
ILT is the developing to performing stage this year in distributive leadership. ILT will be taking on more leadership roles through planning professional learning and supporting teachers with instruction through modeling and coaching. ILT will be recieving instructional led opportunities to develop coaching skills.
Skyline assessments format is new for students. Skyine has exit slips and progress monitiroing
Some of the various assessments that guide classroom instruction are Skyline assessments in Checkpoint, Bridges and Number Corner assessments, checklists/exit slips, Teaching Strategies Gold
Feedback: Teachers should use multiple ways for students to demonstrate their understanding; Students should have variety and voice in how they engage with assessments and demonostrate their learning.

What student-centered problems have surfaced during this reflection?

Student voice feedback; how are we analzing and applying to practice-how are Ss being asked to show what they know?
As a learner, how do Ss know what to improve on? How does T feedback inform Ss on what they need to improve on.-Ss won't be prepared for next level, have deficiencies; learning gaps; loss of confidence Students need ownership of their learning in order to do this students need to know themselves as learners, what they know and what they still need to learn;

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?

Assessments: diverse assessments
Evidence Based Assessments: Bridges (K-5 Math) assessments and Algebra (8th) ask students to critique work and model thinking. Piloting Skyline Math in 6th and 7th grade and supplmental Skyline in Pk. K-5 ELA increase usage of project based assessments. 6-8 Spingboard ELA curriculum utilizes a wide range of literature where students build connections to deepen understanding of themes. Students use writing and other projects to share learning. DL teachers differentiate assessments based on invididual student needs. EL students receive modifications in the form of translations, pictures/visuals, Skyline and Bridges has Spanish accessibility where needed
ILT: Distributed Leadership structures being developed; PLC schedule diversify teams; coaching and classroom walkthroughs; rigor walk rubric
Inner Core/Powerful Practice- SEL included in teacher's time distribution; Co-labs implementation to deepen teacher learning and ILT leadership role in progessional development
Curriculum; Skyline is culturally responsive and integrates identity and project based learning.
Cultural celebrations throughout the year-connected to the cultural backgrounds of our students.
Need to increase student agency, ownership, and leadership in classrooms; increase responsiveness to Student voice-co-creation
increase students voice school-wide and around the building.

Determine Priorities

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

Students...

have limited ownership of their learning.

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

provide feedback that lacks responsiveness to students' backgrounds, performance, and needs.

Resources: 🚀

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

What is your Theory of Action?

If we....

allow multiple ways for students to demonstrate what they have learned

then we see....

teachers analyzing multiple data points

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)"

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

Curriculum & Instruction

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

which leads to...

teachers providing targeted and meaningful feedback that increases student ownership in learning. ✍️

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	10/18/2023	Q3	03/20/2024
Q2	12/20/2023	Q4	06/05/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Teachers will analyze data with data protocols.	ILT; teaching staff	12/21/23	In Progress
Action Step 1	Grade level teacher teams will work on the implementation of common assessments and assessment analysis to inform practice and advance student learning.	ILT; teaching staff	12/21/23	In Progress
Action Step 2	When analyzing universal assessments in PLCs and in school-wide PD, teachers will disaggregate data based on demographics and problem solve for priority groups of students not making expected progress.	ILT; Teaching staff	12/21/23	Not Started
Action Step 3	Teachers will create and implement authentic assessments that allow students to demonstrate learning in multiple ways.	ILT; Teaching staff	05/05/2024	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Teachers will collaborate on ways to provide impactful feedback that promotes growth.	ILT; teaching staff	03/22/24	In Progress
Action Step 1	Reflect on current teacher beliefs through CPS Co-Labs	ILT; Teaching Staff	10/25/23	Completed
Action Step 2	Discuss "Culturally Responsive Teaching and the Brain" to build practice around providing high quality feedback for growth	ILT; Teaching Staff	12/21/2023	Not Started
Action Step 3	Students will have opportunity to provide self and peer feedback across content areas.	ILT; Teaching Staff	5/5/2024	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Teachers will learn and provide quality feedback and promote student agency. Teachers will use multiple assessments to promote student choice. Teachers will include students in self reflection to increase student ownership of learning. Increase of 5% of students meeting or exceeding national attainment on IAR.	✍️
SY26 Anticipated Milestones	Increase of 10% of students meeting or exceeding national attainment on IAR.	✍️

Goal Setting

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

Curriculum & Instruction

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.

-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
Teachers will effectively provide feedback for growth practices.	Yes	Cultivate	Overall	Cultivate	Cultivate		
			Select Group or Overall				
			Select Group or Overall				

Practice Goals

| Identify the Foundations Practice(s) most aligned to your practice goals. ✍ | Specify your practice goal and identify how you will measure progress towards this goal. ✍ | | |
	SY24	SY25	SY26
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT members will lead PLCs to practice distributed leadership.	ILT members will continue to lead PLCs and practice instructional coaching.	ILT members will continue to lead PLCs and practice instructional coaching.
C&I:3 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.	Feedback is reponsive to students' needs and increases student ownership in learning through reflection, progess monitoring, and conferences with teachers.	Students work on giving self and peer feedback that advances learning.	It is standard practice that teachers provide quality feedback that advances learning. It is standard practice that students provide self and peer feedback that advances learning.
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Teachers use a variety of assessments that integrate student voice and opporntuies to show what they know in a variety of ways.	Students have choice in how they demonstrate their understanding and teachers help students navigate this.	It is standard practice that students are given voice in assessment methods.

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
Teachers will effectively provide feedback for growth practices.	Cultivate	Overall	Cultivate	Cultivate	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
					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:4 The ILT leads instructional improvement through distributed leadership.	ILT members will lead PLCs to practice distributed leadership.	Select Status	Select Status	Select Status	Select Status
C&I:3 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.	Feedback is reponsive to students' needs and increases student ownership in learning through reflection, progess monitoring, and conferences with teachers.	Select Status	Select Status	Select Status	Select Status
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Teachers use a variety of assessments that integrate student voice and opporntuies to show what they know in a variety of ways.	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.
Yes	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.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics? 🚀

Gen ed and special education teachers meet regularly to co-plan. DL teachers support gen ed teachers in creating intervention plans for tier 3 students. Resources and strategies are shared amongst teams horizonstally and vertically. PLC's regularly monitor student progress and teams problem solve to support students in meeting academic growth targets.
Teahers use Branching Minds to progress monitor, review data, and analyze student progress. Teachers would benefit from continue professional leanring in how to best use Branching Minds.
Family engagement varies dependent on grade levels, collaboration with families is present throughout the building.
IEP meetings are now ran using the Facilitated IEP model to be more transparent and inclusive with all stakeholders.
The majority of staff have their EL endorsment, the ELPT supports classrooms that do not have an EL endorsed teacher.
IEPs are written with cultural considerations and language needs to ensure student supports are appropriate. WIDA can do descriptors and language objectives will be implemented this school year

What is the feedback from your stakeholders?

MTSS structure has created a way for teachers to identify instructional supports for all tiers of Ss. Branching Minds has provided a tool to log and progress monitor the impact of interventions and student learning through teacher monitoring and district assessments. T2 and T3 students recieve individualized supports based on needs. Problem solving process happens regularly with teams of teachers to idenify student needs and create intervention plans for each student needing additionally support. Professional learning around MTSS last year promoted reflection on how teachers engage all students in rigorous grade level curriuclum while adding supports and scaffolding where needed. Teachers are leaning about effective intrustional practices at all tiered levels and how to leverage best practices to increase student learning.
3 students have moved from the cluster program to gen ed setting, 6 students have moved from pull out to being taught in 8th grade gen ed, SMART goals are utilized, IEP meetings were in 99% compliance regarding time, DL teachers and classroom teachers work diligently together, clinicians work with case manager and work diligently with students to meet services and needs
Teachers post EL langauage standards and incoorporate EL strategies into lesson planning and instructional delivery. ELPT provides professsional development to all teachers around the WIDA modules.

What student-centered problems have surfaced during this reflection?

If students do not feel that their classroom is a safe place to take risks, then students will not be able to develop deeper thinking skills, experience more authentic learning experiences, and develop strong relationships with teachers. What does high rigor look like in every classroom? How much time in a week does a child stay in a level of productive struggle?

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?

Teachers will continue to discuss student voice and feedback for growth. In PLCs teachers will analyze data in multiple ways, including disaggregation of data by demographics to inform practice. 100% of staff needs their EL endorsements, ELPT works with teachers to participate in CPS sponsored cohorts. Teachers will incorporate Can Do Descriptors and language objecitves in their lessons. ELPT co-plans with teachers so that Can do descriptors are evident in differentiated instruction. Collaborative planning is our focus to ensure rigourous and challenging tier 1 instrcution that meets the needs of 80% of our students. Interventions for students at the T2 and T3 level.

Determine Priorities

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

Students...

in priority groups are not making sufficient gains. ✏️

Resources: 🚀

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

are meeting students where they are performing when we should be accelerating learning by providing rigorous instruction that is challenging and engaging. ✏️

Resources: 🚀

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

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

What is your Theory of Action?

If we....

collaborate with key stakeholders to co-plan high quality, differentiated instruction that is appropriate and challenging for individual learners. ✏️

then we see....

consistent progress monitoring and appropriate scaffolds based on academic standards and language objectives ✏️

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)"

Inclusive & Supportive Learning Environment

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

which leads to...

tiered movement in priority groups of students as evidenced by student growth reports in Branching Minds

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Implementation Plan

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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 | 10/18/2023 | Q3 | 03/20/2024 |
| Q2 | 12/20/2023 | Q4 | 06/05/2024 |

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 Teachers will use the lesson planning template to plan rigorous and challenging tier 1 instruction that is scaffolded to meet the needs of all learners.	ILT/DL/Gen Teachers	06/05/2024	In Progress
Action Step 1 Within and across grade levels and with co-teachers, teachers will plan tiered instruction that is differentiated and includes appropriate scaffolds.	Instructional Coach, Gen Teachers	06/05/2024	In Progress
Action Step 2 Teachers investigate and learn about various co-teaching models to implement in the classroom.	DL & Gen Ed Co-teachers, specialists	10/20/2023	Completed
Action Step 3 Teachers will log intervention plans for T2 and T3 students in Branching Minds that include evidence based strategies and assessment tools.	Gen Ed Teachers	12/21/2023	In Progress
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 2 Planning sessions follow co-planning protocols that enable a plan for high quality instruction.	ILT/DL/ELPT/Gen Ed Teachers/Specialist	12/21/2023	In Progress
Action Step 1 Teachers will participate in PLC sessions that focus on rigorous instruction and reflective practice engaging in district co-labs	Teacher teams	12/21/2023	In Progress
Action Step 2 In weekly planning, teachers anticipate student misconceptions, barriers to learning, and plan responsive scaffolds to support students in accessing grade-level content.	Teacher teams	12/21/2023	In Progress
Action Step 3 Co-teachers will use various co-teaching models to allow multiple pathways for students to learn and demonstrate understanding.	DL/ELPT/Gen Ed teacher teams		In Progress
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 3 In planning, teachers consider language profiency and include language objectives across content areas.	ELPT/ILT/DL/Gen Teachers	5/23/2024	In Progress
Action Step 1 ELPT coaches and collaborates with classroom teachers to ensure the correct use of Can Do descriptors and WIDA standards.	ELPT, All teachers	5/23/2024	In Progress
Action Step 2 MTSS Lead will guide teachers in progress monitoring tier movement to inform and reflect on the quality of instruction through bi-weekly checks in Branching Minds.	MTSS Lead, Teachers	06/05/2024	In Progress
Action Step 3			Select Status
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 4			Select Status
Action Step 1			Select Status
Action Step 2			Select Status
Action Step 3			Select Status
Action Step 4			Select Status
Action Step 5			Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	All teachers create intervention plans and record student progress monitoring in Branching Minds for T2 and T3 students. Teachers meet regularly to co-plan lesson that are based on high-quality research based instructional strategies. Increase in tiered movement and in ACCESS scores.	✍️
SY26 Anticipated Milestones	80% of students will show growth from BOY to EOY, as documented in district assessments (iReady & STAR) and curriculum assessments.	✍️

Goal Setting

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Inclusive & Supportive Learning Environment

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	Numerical Targets [Optional] ✏️		
					SY24	SY25	SY26
80% of students receiving Tier 2/3 interventions will meet their target goals by the end of each 6 week intervention.	Yes	MTSS Academic Tier Movement	Overall				
			Other [Specify] T2/T3				
80% of students show growth in ACCESS scores from BOY to EOY in language proficiency.	Yes	ACCESS	English Learners				
			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.	Teachers create intervention plans for T2 and T3 students in Branching Minds that include assessment methods and progress monitoring data.	Teachers create intervention plans for T2 and T3 students in Branching Minds that include assessment methods and progress monitoring data. Teachers will see tiered movement as a result of effective plans.	Teachers create intervention plans for T2 and T3 students in Branching Minds that include assessment methods and progress monitoring data. Teachers will see tiered movement as a result of effective plans.
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	Language objectives are evident in lesson plans.	In classrooms, students use a variety of language per the WIDA CAN DO descriptors during instruction and to demonstrate leanring	Student growth in ACCESS in all domains.
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Interventionist collaborates with teachers to go through the problem solving process to write effective intervention plans that are evidence based and collaborate to adjust plans as needed.	Interventionist monitors intervention plans to ensure there is consistent implementation and progress in student growth in Branching Minds (BrM).	Teachers independently engage in the problem solving process with colleagues and progress monitor student growth.

SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
80% of students receiving Tier 2/3 interventions will meet their target goals by the end of each 6 week intervention.	MTSS Academic Tier Movement	Overall			Select Status	Select Status	Select Status	Select Status
		Other [Specify] T2/T3			Select Status	Select Status	Select Status	Select Status
80% of students show growth in ACCESS scores from BOY to EOY in language proficiency.	ACCESS	English Learners			Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Identified Practices	SY24	Progress Monitoring			
		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.	Teachers create intervention plans for T2 and T3 students in Branch	Select Status	Select Status	Select Status	Select Status
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	Language objectives are evident in lesson plans.	Select Status	Select Status	Select Status	Select Status
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Interventionist collaborates with teachers to go through the problem	Select Status	Select Status	Select Status	Select Status

☐ **Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)**

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.

☑ **Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower).**
(Continue to Parent & Family Plan)

Select a Goal

Select a Goal

Select a Goal

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

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

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

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

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

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

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

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

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

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

SCHOOL & FAMILY COMPACT

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

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

☑ The school will hold parent-teacher conferences.

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

☑ The school will provide parents reasonable access to staff.

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

☑ The parents will support their children's learning.

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

Administration and staff work together in communicating with families to best support all students. At the beginning of the year, all teachers hold curriculum night for parents and students. Teachers encourage parents to volunteer in the classroom and participate in field trips and after school events to build ties with parents and home to school connections for students. Curriculum night and report card pick up days are supportive in building working relationships with parents as teachers can work with parents as partners in the instructional process. Budlong utilizes approved parent volunteers to support the school during events where extra support is needed. This allows parents to feel part of the school community and build connections with all staff. All teachers use the REMIND app to have efficient and constant communication with their families. These apps also allow messages to be translated in a variety of languages. Over the course of SY24, Budlong administration, in collaboration with school counselors, conducted staff, parent and student needs assessment to receive feedback on priorities and emotional standpoint which is in returning to improve instructional practices and school-wide SEL.
During report card pick-up and scheduled parent teacher conferences, teachers review data, grades and other important information regarding each student's individual progress on CCSS and grade level expectations. Parents are encouraged to sign-up for parent portal which allows parents to access standards based grades in all content areas. Results from standardized testing such as i-Ready (K-2), STAR (3-8), IAR (3-8), ISA (5th and 8th), and ACCESS (if applicable) will be shared with families as schools receive the data.
Monthly newsletters, bulletins, emails, notices, calendars, and electronic/hard copy letters are distributed to all students.. Whenever possible, notices are translated into Spanish, Urdu, Arabic, Assyrian and Vietnamese. Calendars and newsletters are also posted on the school website. The student/parent handbook is sent electronically to all students at the beginning of the school year. Notices/letters are written in a way that is easy to read and understand. Contact information is listed in letters for parents to use in case they need clarity. Budlong encourages school-to-home resource library, to increase participation at PAC/BAC, and to increase parent volunteers in grades Pk-8.
Monthly open CIWP meetings keep parents informed and allows for families to give on-going feedback that informs goals and action steps. In OPEN CIWP meetings parents will be encouraged to engage in dialogue as partners in student learning.

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

☑ Spend Parent & Family Engagement Funds in a timely manner (Average 10%/month)

☑ Collaborate with parents, prioritizing PAC officers, to decide on Title I expenditures

☑ Assure that funds impact the majority of parents or focus on parents with students most at academic risk

☑ Provide up to date monthly fund reports to PAC officers

☑ Maintain a binder with the original documents related to PAC meetings, presentations, fund expenditures and other evidence of collaboration

☑ Provide support to PAC officers including but not limited to consultation about fund usage, meeting set-up, information dissemination, and organizational support