

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
Venus DeLoach	Curriculum & Instruction Lead	ddvenus@cps.edu
Wanda Withers	Connectedness & Wellbeing Lead	wdwithers@cps.edu
Theia Hudson	Teacher Leader	tehudson@cps.edu
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Briana Hambright Hall	Connectedness & Wellbeing Lead	bmhambright@cps.edu
Zoe Manadier	Parent	
Farren D'Abell	Teacher Leader	fdabell@cps.edu
Karen Clark	Teacher Leader	kcclark1@cps.edu
Joshua Prioleau	Interventionist	joprioleau@cps.edu
Venisa Beasley Green	Counselor	vabeasley-green@cps.edu
Wanda Pitts	Teacher Leader	wrpitts@cps.edu
Eileen Gregor	Teacher Leader	ecgregor@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	7/25/23	7/25/23
Reflection: Curriculum & Instruction (Instructional Core)	7/25/23	7/25/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/25/23	7/25/23
Reflection: Connectedness & Wellbeing	7/25/23	7/25/23
Reflection: Postsecondary Success	7/25/23	7/25/23
Reflection: Partnerships & Engagement	7/25/23	7/25/23
Priorities	8/1/23	8/1/23
Root Cause	8/1/23	8/2/23
Theory of Acton	8/2/23	8/2/23
Implementation Plans	8/2/23	8/3/23
Goals	8/3/23	8/3/23
Fund Compliance	8/7/23	8/7/23
Parent & Family Plan	8/7/23	8/7/23
Approval	9/8/23	9/8/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates 📅

Quarter 1	9/22/2023
Quarter 2	12/22/2023
Quarter 3	3/22/2024
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

Partially	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	<p>DLs: Progress Monitoring for MTSS for gened students needs to be done with fidelity to identify students who need additional services. </p> <p>Need to have a calendar to layout what needs to be done and when for MTSS and progress monitoring.</p> <p>We used a rigorous math curriculum and partnered with aNet to reflect on and improve instruction and assessment.</p> <p>ILT was involved in many grade level presentations.</p> <p>Interim assessments need to be completed on time and with fidelity. Teachers should have grade level standards and objectives posted for each subject.</p>	<p>IAR (Math)</p> <p>IAR (English)</p> <p>Rigor Walk Data (School Level Data)</p> <p>PSAT (EBRW)</p> <p>PSAT (Math)</p> <p>STAR (Reading)</p>
Partially	Students experience grade-level, standards-aligned instruction.	<p>Rigor Walk Rubric</p> <p>Teacher Team Learning Cycle Protocols</p> <p>Quality Indicators Of Specially Designed Instruction</p>	<h3>What is the feedback from your stakeholders?</h3> <p>In order to ensure balanced assessments we need to have interim assessments - Assessment Calendar - Great minds for math, anet for support - we are adopting skyline for ELA, Science and Social Studies that will cover high quality curricular and standard aligned instruction - Skyline has interim balanced & Evidence based assessments - Concern with teacher buy in will have and support from Carnegie for support - All teachers should have grade level standards and objectives posted in the classroom- student to student discourse should be a focus during classroom instruction- Improve constructive</p>	<p>STAR (Math)</p> <p>iReady (Reading)</p> <p>iReady (Math)</p> <p>Cultivate</p> <p>Grades</p>
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.	<p>Powerful Practices Rubric</p> <p>Learning Conditions</p>		
Yes	The ILT leads instructional improvement through distributed leadership.	<p>Continuum of ILT Effectiveness</p> <p>Distributed Leadership</p>		

		feedback in a timely manner We should include one makeup day per quarter	ACCESS
No	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.		TS Gold
No	Evidence-based assessment for learning practices are enacted daily in every classroom.	<p>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?</p> Establish an environment that fosters learning  *A-Net improvement on delivery of Eureka *Skyline implementation for ELA and SS with support from Carnegie	Interim Assessment Data
<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.</p>			
Student differentiation is lacking so students are not able to learn at their own pace;  Student-student discourse is improving but is not consistent in all classrooms Feedback from teachers and student-student feedback is very limited and often does not lead to improved student outcomes			


[Return to Top](#) **Inclusive & Supportive Learning Environment**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and	MTSS Integrity Memo	*Progress Monitoring is not consistent - system and structures need to be readdressed- explaining support to parents as soon as concerns arise -communication with parents and documentation of consistent outreach to support attendance, 	Unit/Lesson Inventory for Language Objectives (School Level Data)


No	implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Continuum Roots Survey
No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
No	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
No	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
No	There are language objectives (that demonstrate HOW students will use language) across the content.	

academics and SEL- Collaboration between diverse teachers and Gen Ed teacher on behalf of diverse learners - No surprises for parents - after BOY have a parent meeting - Have a townhall meeting with parents - Parent Appreciation and not Report card pick up - it is not clear the roles and responsibilities of how to best support diverse learners with collaboration, modifications and accommodations - teachers are not clear about goals and iep and how they should be supporting students inside the classroom

What is the feedback from your stakeholders?

Collaboration expectations and responsibilities need to be clarified - 
 *Collaboration between GenEd teachers and DL teachers is not consistent;
 *Modification of GenEd work is not consistent
 Roles need to be More define so it's clear and concise...between Gen ed teachers and Special-ed teachers...
 - Diverse Teachers and classroom teachers collaborate weekly using Equip student work protocol to examine diverse learners' work - check for alignment for progress monitoring with EasyCBM and Branchingminds before creating goals in Branchingminds to make sure their is a progress monitoring - how to get the teachers to by in to the MTSS process and small groups- expectations for small groups - Clarity on how teachers are supporting diverse learners inside the gen ed class room for their IEP goals and accommodations - referrals from teachers with data to support the need for specialized services

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?

Putting resources in collaboration corner Google Groups. 
 Creating booklets with resources.
 Draft calendar created with deadling for progress monitoring and MTSS
 MTSS folder created but needs to be shared with everyone.
 i-Ready growth monitoring to support teachers in seeing overall growth - teachers have attended Wilson/Foundation training - Admin has purchased Goalbook and teachers have attend training.

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

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] While IEPs may be written thoughtfully, they may not be implemented with fidelity especially when it comes to modifications and accommodations in general education. Some modifications are done after the fact, e.g. students receive the same work and the work is only graded differently but the work itself is not modified. Collaboration between DL teachers and gen ed teachers is not consistent and gen ed teachers are not fully aware of student goals as they change from quarter to quarter. Some teachers are not keeping anecdotal evidence and referring students who may be in need of DL supports



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Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

<input type="radio"/> Yes	<p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p>	<p>BHT Key Component Assessment</p> <p>SEL Teaming Structure</p>
<input type="radio"/> Yes	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>	

<p>*No re-entry plan is present for chronic absenteeism. *Restorative practices are present for all grade levels. *After making a referral to the BHT Team, could teachers receive feedback on whether or not received and what steps have been taken. Expectations will be to input data into Branching Minds and Aspen.</p>	
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<p>% of Students receiving Tier 2/3 interventions meeting targets</p> <p>Reduction in OSS per 100</p> <p>Reduction in repeated disruptive behaviors (4-6 SCC)</p> <p>Access to OST</p> <p>Increase Average Daily Attendance</p> <p>Increased Attendance for Chronically Absent Students</p>


Yes

All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.

Partially

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

What is the feedback from your stakeholders?

We are strong in C&W and will continue to doing what we have been doing.  Second Step lessons are redesigned for each year. The lessons during the pandemic / remote teaching were focused more on student behaviors whereas the recent updates are focused more on emotions.

[Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#)

[Cultivate \(Belonging & Identity\)](#)

Staff trained on alternatives to exclusionary discipline (School Level Data)


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

[Student Voice Infrastructure](#)

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

What student-centered problems have surfaced during this reflection?

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] Teachers are not regularly referring students in need to the BHT team
No re-entry plans are in place for chronically absent students when they return.* 

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?

BHT referrals and second step as curriculum will be revamped 

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


Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)


References

What are the takeaways after the review of metrics?

Metrics

Yes	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans
Yes	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit
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).	
	Industry Recognized Certification Attainment is	ECCE Certification List

MS Curriculum is successbound 
 *Electronic career portfolio (changing to school links)

What is the feedback from your stakeholders? 
 Naviance addresses career awareness and career exploration. Work based learning activities are done in HS
 Early College is a high school task
 Industry certification is for grades 9-12
 PLT is for grades 9-12
 Alumni coordinators are for grades 12+

- [Graduation Rate](#)
- [Program Inquiry: Programs/participation/attainment rates of % of ECCC](#)
- [3 - 8 On Track](#)
- [Learn, Plan, Succeed](#)
- [% of KPIs Completed \(12th Grade\)](#)
- [College Enrollment and Persistence Rate](#)
- [9th and 10th Grade On Track](#)
- [Cultivate \(Relevance to the Future\)](#)
- Freshmen Connection Programs Offered (School Level Data)

N/A	Industry recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager

What, 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?

Counselor redesign will impact students through more students being monitored as counselors will be assigned to different grade levels. 📝

An on-track incentive will be created to support those students who are actively working to stay on track.

We set a goal for 75% on track for SY24

What student-centered problems have surfaced during this reflection?

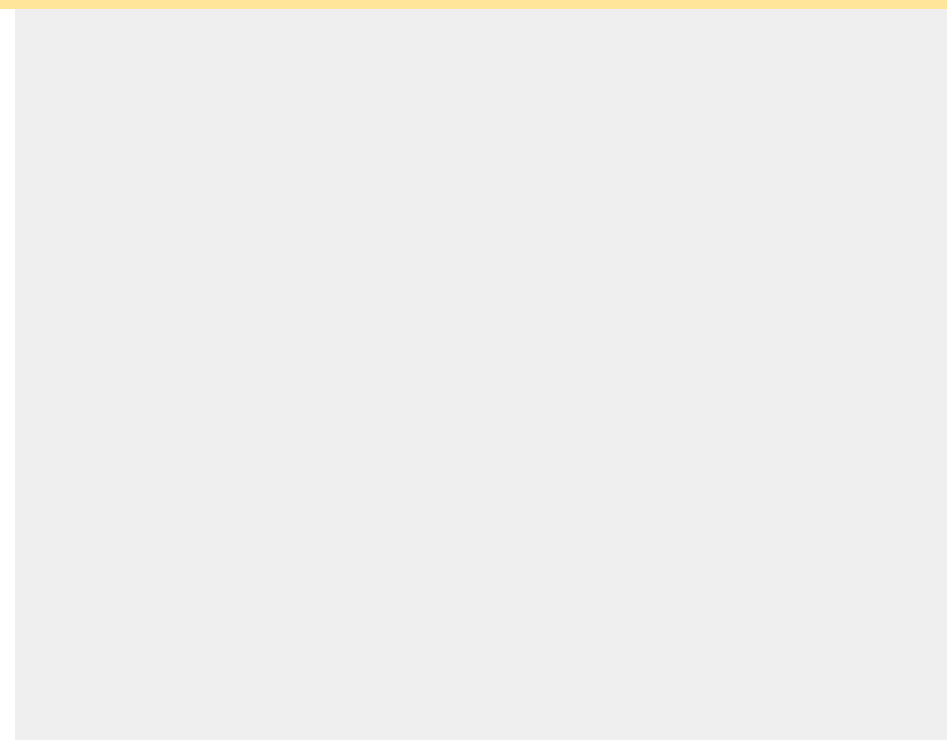
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

[problems experienced by most students; problems experienced by specific student groups] Student behavior impeded some of their participation in the out of building college tours 📝

[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	Spectrum of Inclusive Partnerships	*Communication with parents was strong: Website, teacher calls *Parent resource teacher conducted several events throughout the year *Community partnerships e.g. mental health counselors (individual and group) to support BHT; after school programs are run by community partnerships, Ronald McDonald Van for medical compliance to reach 100% medical compliance; free medical and dental supports available. 📝	Cultivate 5 Essentials Parent Participation Rate

Yes	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p> <p>Reimagining With Community Toolkit</p>
Partially	<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 & CIWP).</p> <p>Student Voice Infrastructure Rubric</p>



What is the feedback from your stakeholders?

Our partnerships and engagement was strong and will continue. We will continue to increase parent connection and participation. 🖋️

[5E: Involved Families](#)

[5E: Supportive Environment](#)

Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)

Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)

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

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 council was started but never became active. 🖋️

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 seeking more mental health supports. Partnership with JPA is expanding and will serve all grades. 🖋️

Jump to...

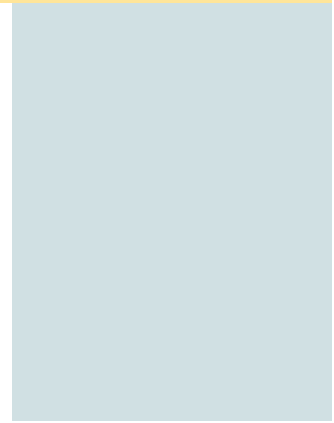
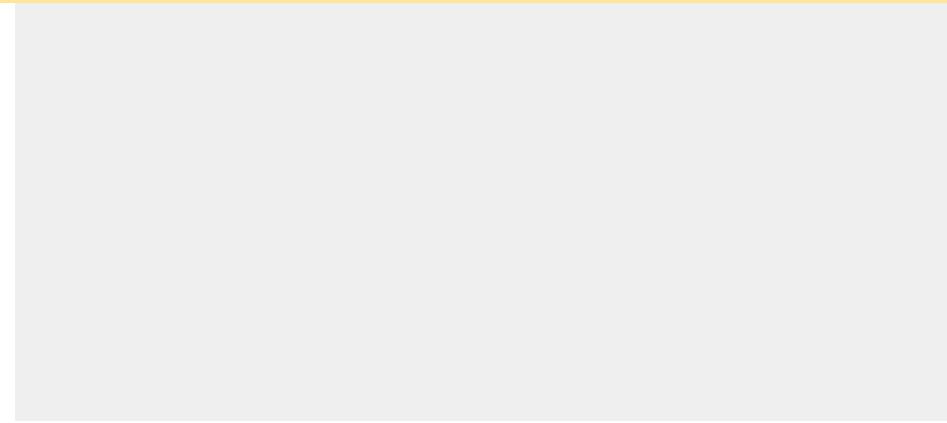
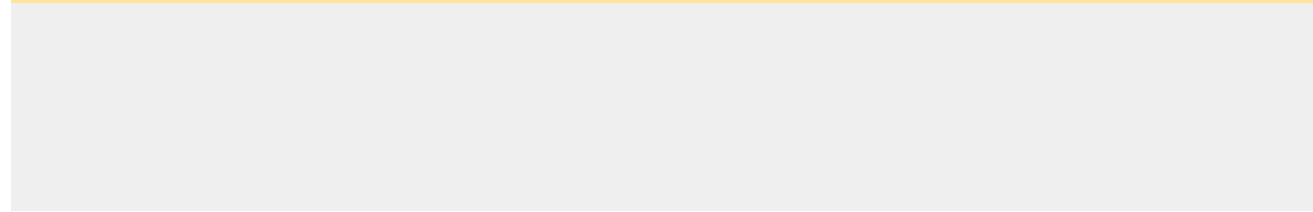
[Curriculum & Instruction](#)

[Inclusive & Supportive Learning](#)

[Connectedness & Wellbeing](#)

[Postsecondary](#)

[Partnerships & Engagement](#)



Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Yes	The ILT leads instructional improvement through distributed leadership.
No	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.
No	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

DLs: Progress Monitoring for MTSS for gened students needs to be done with fidelity to identify students who need additional services.

Need to have a calendar to layout what needs to be done and when for MTSS and progress monitoring.

We used a rigorous math curriculum and partnered with aNet to reflect on and improve instruction and assessment.

ILT was involved in many grade level presentations.

Interim assessments need to be completed on time and with fidelity. Teachers should have grade level standards and objectives posted for each subject.

What is the feedback from your stakeholders?

In order to ensure balanced assessments we need to have interim assessments - Assessment Calendar - Great minds for math, anet for support - we are adopting skyline for ELA, Science and Social Studies that will cover high quality curricular and standard aligned instruction - Skyline has interim balanced & Evidence based assessments - Concern with teacher buy in will have and support from Carnegie for support - All teachers should have grade level standards and objectives posted in the classroom- student to student discourse should be a focus during classroom instruction- Improve constructive feedback in a timely manner We should include one makeup day per quarter

What student-centered problems have surfaced during this reflection?

Student differentiation is lacking so students are not able to learn at their own pace;
 Student-student discourse is improving but is not consistent in all classrooms
 Feedback from teachers and student-student feedback is very limited and often does not lead to improved student outcomes

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?

Establish an environment that fosters learning
 *A-Net improvement on delivery of Eureka
 *Skyline implementation for ELA and SS with support from Carnegie

[Jump to...](#)
[Reflection](#)

[Priority](#)
[Root Cause](#)

[TOA](#)

[Goal Setting](#)
[Implementation Plan](#)

[Progress](#)
[Monitoring](#)

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

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Determine Priorities

Resources: 

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

[Determine Priorities Protocol](#)

Students...

are not receiving core reading and/or math instruction consistently or with rigor and fidelity.



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.

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Root Cause

Resources: 

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

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

As adults in the building, we...

we are not effectively planning targeted instruction based on our students needs.



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.

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Theory of Action

What is your Theory of Action?

If we....

Resources: 

implement high quality curricula, use data to implement differentiated small group instruction; allow students to engage in student-to-student discourse; and progress monitor consistently.



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 implementing high quality curricula, planning for effective differentiated SGI, using data to guide flexible grouping. Students engaged in student to student discourse and working in small groups.



which leads to...

students showing growth (moving from lower tier to higher tier).



[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 9/22/2023 Q3 3/22/2024

Q2 12/22/2023 Q4 6/7/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	80% of teachers are implementing the new Skyline curriculum.	Admin	9/29/23	Not Started

Action Step 1	Professional Development (Network)	Network	8/17/23	Completed
Action Step 2	Professional Development (Anet)	Anet	9/22/23	Not Started
Action Step 3	Learning walk/observation/feedback	ILT	10/6/23	Not Started
Action Step 4	Professional Development (Carnegie)	Carnegie	2/9/24	Not Started
Action Step 5	Learning walk/observation/feedback	ILT	4/25/24	Not Started

Implementation Milestone 2	80% of teachers are using data to to guide small group instruction.	Admin	9/27/23	Not Started
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Action Step 1	Professional Development (Grade Level)	ILT	9/13/23	Not Started
Action Step 2	Provide rubrics of Quality Feedback	ILT	9/27/23	Not Started
Action Step 3	Monitoring	ILT	10/6/23	Not Started
Action Step 4	Feedback Protocol (Grade Level)	ILT	2/9/24	Not Started
Action Step 5	Learning walk/observation/feedback	ILT	4/25/24	Not Started


Implementation Milestone 3	80% of classrooms have evidence of student to student discourse.		9/5/2023 - 6/6/2024	Not Started
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Action Step 1	Professional Development (Grade Level)	ILT	10/27/2023	Not Started
Action Step 2	Rubric for Quality S-S Discourse	ILT	10/27/2023	Not Started
Action Step 3	Utilizing sentence starters	Teachers	9/5/2023	Not Started
Action Step 4	Strategies-ie... fishbowl	Teachers	9/5/2023	Not Started
Action Step 5	Learning walk/observation/feedback	ILT	11-15-23	Not Started

Implementation Milestone 4	80% of teachers are progress monitoring student learning.			Select Status
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Action Step 1	Using Data to Guide Instruction	Admin	10/11/23	Select Status
Action Step 2	Review of Progress Monitoring Data	Teachers	12/06/23	Select Status
Action Step 3	Using Data to Guide Instruction for Flexible Grouping	Admin	1/17/24	Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	90% of teachers are implementation Skyline. 90% of teachers are using data to guide small group instruction. 90% of classrooms evidence of student to student discourse	
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SY26 Anticipated Milestones

100% of teachers are using flexible grouping, data to guide small group instruction, progress monitoring student learning, and 100% of classrooms have evidence of student to student discourse.



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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
% of students in Tier 3 and Tier 2 decreasing	Yes <input type="checkbox"/>	MTSS Academic Tier Movement	Overall <input type="checkbox"/>		8.21%	16.42%	
			Students with an IEP <input type="checkbox"/>				
At the end of three years 50% of students will be at or above grade level in reading	Yes <input type="checkbox"/>	IAR (English)	Overall <input type="checkbox"/>		16.74%	33.48%	
			Students with an IEP <input type="checkbox"/>				
At the end of three years 25% of students will be at or above grade level in math							

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: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.	Teachers create climate conducive to student to student discourse. 80% of classrooms will receive agree or strongly agree on components 5a-b on the LSI rubric. This will be measured with the LSI walkthrough rubric during walkthroughs and formal and informal observations.	Teachers create climate conducive to student to student discourse. 90% of classrooms will receive agree or strongly agree on components 5a-b on the LSI rubric. This will be measured with the LSI walkthrough rubric during walkthroughs and formal and informal observations.	Teachers create climate conducive to student to student discourse. 100% of classrooms will receive agree or strongly agree on components 5a-b on the LSI rubric. This will be measured with the LSI walkthrough rubric during walkthroughs and formal and informal observations.
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 utilize interim assessment data to create small groups based on student performance in math and reading. 80% of classrooms will receive agree or strongly agree on component 5 on the LSI rubric. This measure will be measured with the LSI walkthrough rubric during walkthroughs and formal and informal observations.'	Teachers utilize interim assessment data to create small groups based on student performance in math and reading. 90% of classrooms will receive agree or strongly agree on component 5 on the LSI rubric. This measure will be measured with the LSI walkthrough rubric during walkthroughs and formal and informal observations.'	Teachers utilize interim assessment data to create small groups based on student performance in math and reading. 100% of classrooms will receive agree or strongly agree on component 5 on the LSI rubric. This measure will be measured with the LSI walkthrough rubric during walkthroughs and formal and informal observations.'
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Teachers plan for and create classrooms where differentiated instruction occurs in small groups based on student data and appropriately grouped students. We will utilize the Carver SGI rubric. 80% of classrooms will receive agree or strongly agree on SGI efficacy for small groups.	Teachers plan for and create classrooms where differentiated instruction occurs in small groups based on student data and appropriately grouped students. We will utilize the Carver SGI rubric. 90% of classrooms will receive agree or strongly agree on SGI efficacy for small groups.	Teachers plan for and create classrooms where differentiated instruction occurs in small groups based on student data and appropriately grouped students. We will utilize the Carver SGI rubric. 100% of classrooms will receive agree or strongly agree on SGI efficacy for small groups.

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
% of students in Tier 3 and Tier 2 decreasing	MTSS Academic Tier Movement	Overall		8.21%	Select Status	Select Status	Select Status	Select Status
		Students with an IEP			Select Status	Select Status	Select Status	Select Status
At the end of three years 50% of students will be at or above grade level in reading	IAR (English)	Overall		16.74%	Select Status	Select Status	Select Status	Select Status
At the end of three years 25% of students will be at or above grade level in math		Students with an IEP			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: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.	Teachers create climate conducive to student to student discourse. 80% of classrooms will receive agree or strongly agree on components 5a-b on the LSI rubric. This will be measured with the LSI walkthrough rubric during walkthroughs and formal and informal observations.	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 utilize interim assessment data to create small groups based on student performance in math and reading. 80% of classrooms will receive agree or strongly agree on component 5 on the LSI rubric. This measure will be measured with the LSI walkthrough rubric during walkthroughs and formal and informal observations.'	Select Status	Select Status	Select Status	Select Status
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Teachers plan for and create classrooms where differentiated instruction occurs in small groups based on student data and appropriately grouped students. We will utilize the Carver SGI rubric. 80% of classrooms will receive agree or strongly agree on SGI efficacy for small groups.	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

No	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Partially	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.
No	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
No	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
No	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

*Progress Monitoring is not consistent - system and structures need to be readdressed- explaining support to parents as soon as concerns arise -communication with parents and documentation of consistent outreach to support attendance, academics and SEL- Collaboration between diverse teachers and Gen Ed teacher on behalf of diverse learners - No surprises for parents - after BOY have a parent meeting - Have a townhall meeting with parents - Parent Appreciation and not Report card pick up - it is not clear the roles and responsibilities of how to best support diverse learners with collaboration, modifications and accommodations - teachers are not clear about goals and iep's and how they should be supporting students inside the classroom

What is the feedback from your stakeholders?

Collaboration expectations and responsibilities need to be clarified -
 *Collaboration between GenEd teachers and DL teachers is not consistent;
 *Modification of GenEd work is not consistent
 Roles need to be more define so it's clear and concise...between Gen ed teachers and Special-ed teachers... - Diverse Teachers and classroom teachers collaborate weekly using Equip student work protocol to examine diverse learners' work - check for alignment for progress monitoring with EasyCBM and Branchingminds before creating goals in Branchingminds to make sure their is a progress monitoring - how to get the teachers to by in to the MTSS process and small groups- expectations for small groups - Clarity on how teachers are supporting diverse learners inside the gen ed class room for their IEP goals and accommodations - referrals from teachers with data to support the need for specialized services

What student-centered problems have surfaced during this reflection?

*[problems experienced by most students; problems experienced by specific student groups]While IEPs may be written thoughtfully, they may not be implemented with fidelity especially when it comes to modifications and accommodations in general education.
 Some modifications are done after the fact, e.g. students receive the same work and the work is only graded differently but the work itself is not modified
 Collaboration between DL teachers and gen ed teachers is not consistent and gen ed teachers are not fully aware of student goals as they change from quarter to*

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?

Putting resources in collaboration corner Google Groups.
 Creating booklets with resources.
 Draft calendar created with deadling for progress monitoring and MTSS
 MTSS folder created but needs to be shared with everyone.
 i-Ready growth monitoring to support teachers in seeing overall growth - teachers have attended Wilson/Foundation training - Admin has purchased Goalbook and teachers have attend training.

quarter.
Some teachers are not keeping anecdotal evidence and referring students who may be in need of DL supports

[Return to Top](#) Determine Priorities

Resources: 

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

[Determine Priorities Protocol](#)

Students...

Are not receiving tier two and/or tier three supports consistently. Most of the instruction they receive is tier one. Therefore, the priority will be to provide students with interventions and to progress monitor at the desired rate to determine whether or not they are making progress.



Indicators of a Quality CIWP: Determine Priorities

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

[Return to Top](#) Root Cause

Resources: 

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

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

As adults in the building, we...

are not implementing MTSS with fidelity. Teachers are mostly providing students with whole group instruction, and they are not being progress monitoring at the desired rate. Also, the general education teachers and diverse learner teachers are not collaborating regularly to discuss the needs of students who have an IEP.



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...

Resources: 

Inclusive & Supportive Learning Environment

collaborate consistently, provide students with interventions, progress monitor with fidelity, and provide students with services according to their IEP

then we see....

GenEd and DL teachers collaborating to create effective accommodations/modifications, students receiving/completing intervention plans, and teachers progress monitoring consistently

which leads to...

students showing growth on school/district/state assessments, students mastering their IEP goals, and 60% of our students reaching ON Track status

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

Return to Top Implementation Plan

Resources: 

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan 

ILT

Dates for Progress Monitoring Check Ins

Q1	9/22/2023	Q3	3/22/2024
Q2	12/22/2023	Q4	6/7/2024

	SY24 Implementation Milestones & Action Steps 	Who 	By When 	Progress Monitoring
Implementation Milestone 1	100% of DL & GE teachers collaborate weekly	GE & DL Teachers	8/28/23 - 6/6/24	In Progress

Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress](#) [Reflection](#) [Root Cause](#) [Implementation Plan](#) [Monitoring](#) Select the Priority Foundation to pull over your Reflections here =>

Inclusive & Supportive Learning Environment

Action Step 1	We're Meeting, Now What? Collaboration PD (Week 0)	Robinson	8/15/23	Completed
Action Step 2	DL & GE teachers consistently collaborate weekly	Robinson	8/28/23	In Progress
Action Step 3	DL Teacher prints IEP, gives to GE teacher and GE teacher signs	GE & DL Teachers	8/18/23	Completed
Action Step 4	DL Teacher sends calendar invite to collaborate with GE teachers	DL Teacher	8/25/23	Completed
Action Step 5	DL Teacher and GE teachers meet weekly	GE & DL Teachers	8/28/23	In Progress

Implementation Milestone 2 80% of teachers Implementing small group instruction in GE setting including DL students in appropriate groups
 GE teachers 9/5/2023 - 6/6/24 [Select Status](#)

Action Step 1	PD in week 0 meeting on small group instruction	Network ISLs	8/17/23	Select Status
Action Step 2	Group students according to data	GE teachers	9/15/23	Select Status
Action Step 3	Perform Tier 3 progress monitoring (do we want to enter into BM?)	GE teachers	9/22/23 - 6/6/24	Select Status
Action Step 4	Learning walk / observation / feedback	ILT		Select Status
Action Step 5				Select Status


Implementation Milestone 3 80% of teachers creating and implementing accomodations/modficiations for DL students
 GE & DL Teachers 9/15/23 - 6/6/24 [Select Status](#)

Action Step 1	IEPs printed by DL teachers and given to GE teachers and signed.	GE & DL Teachers	8/18/2023	Select Status
Action Step 2	Collaborate with DL teacher weekly to determine necessary modifications. Provide electronic collaboration log to admin.		8/18/2023 - 6/6/24	Select Status
Action Step 3	PD in GLT meeting on modifications & accommodations	ILT	8/15/2023	Select Status
Action Step 4	(Monitor application of modifications)	Robinson	8/18/23 - 6/6/24	Select Status
Action Step 5	Add modifications and groups in lesson plans	GE Teachers	8/18/2023 - 6/6/24	Select Status

Implementation Milestone 4 80% Tier 2 and Tier 3 students receive/complete intervention plans with interventions completed on a weekly basis.
 GE Teachers 9/15/2023 - 6/6/2024 [Select Status](#)

Action Step 1	Benchmark Assessments completed & Teachers Complete intervention plans	GE Teachers	9/15/2023, 11/17/2023, 1/29/24	Select Status
Action Step 2	Review Intervention plans / completion rates	MTSS Team	9/15/2023, 11/17/2023, 1/29/24	Select Status
Action Step 3	GE Teachers & Interventionists provide weekly interventions	GE Teachers & Interventionists	9/19/23 - 6/6/23	Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones 100% of Gen Ed and DL Teachers collaborating weekly. 90% of teachers implementing SGI and appropriate accommodations/modifications. 90% teachers implementing intervention plans with fidelity. 

SY26 Anticipated Milestones

100% of classrooms lesson targets addressing the standard (Rigor Walk Rubric aka LSI). 100% of teachers creating effective accomodations and modifications for DL Students. 100% of teachers implementing intervention plans with fidelity.



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Goal Setting

Indicators of a Quality CIWP: Goal Setting

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

Resources:

IL-EMPOWER Goal Requirements

For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
30% of DL students at the approaching level or higher on IAR ELA.	No	IAR (English)	Students with an IEP	3%	10%	20%	30%
			Select Group or Overall				
45% of DL students at the	No	IAR (Math)	Students with an IEP	0%	15%	30%	45%

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>
Reflection	Root Cause	Implementation Plan			IAR (VIUUU)
approaching level on IAR math.		NO			
					Select Group or Overall

Inclusive & Supportive Learning Environment

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 📌

Specify your practice goal and identify how you will measure progress towards this goal. 📌

	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	80% of General Education and 67% of DL classrooms receive "Yes" for lesson targets addressing the standard on the LSI rubric, component #1.	90% of General Education and 100% of DL classrooms receive "Yes" for lesson targets addressing the standard on the LSI rubric, component #1.	100% of General Education and DL classrooms receive "Yes" for lesson targets addressing the standard on the LSI rubric, component #1.
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	80% of classrooms receive "Yes" on Accommodations & Modifications Rubric for modified student work AND receive "Yes" on weekly collaboration logs during review periods.	90% of classrooms receive "Yes" on Accommodations & Modifications Rubric for modified student work AND receive "Yes" on weekly collaboration logs during review periods.	100% of classrooms receive "Yes" on Accommodations & Modifications Rubric for modified student work AND receive "Yes" on weekly collaboration logs during review periods.
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.	80% of classrooms have 80% or more of Tier 1 and Tier 2 students with completed intervention plans. 80% or more of interventions are completed each week.	80% of classrooms have 90% or more of Tier 1 and Tier 2 students with completed intervention plans. 90% or more of interventions are completed each week.	80% of classrooms have 95% or more of Tier 1 and Tier 2 students with completed intervention plans. 95% or more of interventions are completed each week.

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SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
30% of DL students at the approaching level or higher on IAR ELA.	IAR (English)	Students with an IEP	3%	10%	<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"/>
45% of DL students at the approaching level on IAR math.	IAR (Math)	Students with an IEP	0%	15%	<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
C&I:2 Students experience grade-level, standards-aligned instruction.	80% of General Education and 67% of DL classrooms receive "Yes" for lesson targets addressing the standard on the LSI rubric, component #1.	<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.	#REF!	<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.	80% of classrooms have 80% or more of Tier 1 and Tier 2 students with completed intervention plans. 80% or more of interventions are completed each week.	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>

If Checked:

Complete
IL-Empower
Section below

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.

If Checked:

No action needed

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





<p>Select a Goal</p>					
<p>Select a Goal</p>					
<p>Select a Goal</p>					

Parent and Family Plan

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



Our school is a Title I school operating a Schoolwide Program

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

If Checked:
No action needed



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

SCHOOL & FAMILY ENGAGEMENT POLICY

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



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



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



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



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



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



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



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



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



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

SCHOOL & FAMILY COMPACT

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



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



The school will hold parent-teacher conferences.



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



The school will provide parents reasonable access to staff.

- The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.
- The parents will support their children's learning.
- The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

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

Parent Leadership Conference, Parent SEL class teaching and promoting the benefits of physical activity and behaviors that promote lifelong health & well being, Homeowrk Workshops, and Understanding Your Child's Data Workshops.



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