CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

Name ✍	Role ✍	Email ✍
Lakeya Poston	Principal	lposton@cps.edu
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Cailynn Stewart	Curriculum & Instruction Lead	csturkey1@cps.edu
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Caroline Rectenwal	Inclusive & Supportive Learning Lead	crectenwal@cps.edu
Gina Campise	Teacher Leader	gmcampise@cps.edu
Cheryl West	Teacher Leader	caburton-west@cps.edu
Kecia Austin	Teacher Leader	krawls@cps.edu
Cristina Santoyo	Postsecondary Lead	cmsantoyo1@cps.edu
Brigid Comer	Curriculum & Instruction Lead	bccampbell@cps.edu
Megan Howard	Curriculum & Instruction Lead	mjhoward6@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	5/25/23	5/25/23
Reflection: Curriculum & Instruction (Instructional Core)	5/30/23	6/16/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/30/23	6/16/23
Reflection: Connectedness & Wellbeing	5/30/23	6/16/23
Reflection: Postsecondary Success	8/20/23	8/20/23
Reflection: Partnerships & Engagement	5/30/23	6/16/23
Priorities	6/14/23	6/23/23
Root Cause	6/15/23	6/23/23
Theory of Acton	6/16/23	6/30/23
Implementation Plans	6/17/23	6/30/23
Goals	6/18/23	9/1/23
Fund Compliance	8/15/23	9/1/23
Parent & Family Plan	8/15/23	9/1/23
Approval	8/15/23	9/1/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates ✍	
Quarter 1	10/27/2023
Quarter 2	12/22/2023
Quarter 3	2/9/2024
Quarter 4	4/16/2024

Indicators of a Quality CIWP: Reflection on Foundations

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

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

Stakeholders are consulted for the Reflection of Foundations.

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

Resources 🚀

Reflection on Foundations Protocol

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	[takeaways reflecting most students; takeaways reflecting specific student groups] ✍️ 4/6/3: 8am-9am: Data generally matches (more culturally responsive) Cluster Classroom uses totally different currculum (more support needed for curriculum) 9am: Resources always provided to support the teachers, Health and PE 10:30am: No No's /rarely Pre-K has a culturally responsivce curriculum 11pm: Wondering if people said maybe sometimes culturally responsive, needs to be more hands-on 12:45pm: wondering about the difference in responses for quiestion 1 and 2 and found it interested that there were no consistency with blue for q5&6	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading) STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?** [feedback trends across stakeholders; feedback trends across specific stakeholder groups] ✍️ 4/6/3: 8am-9am: More curriculum support, math tools are not as useful for kids that are way behind and dependent on teacher created 9am: Community engagement and parents are a challenge 12:45pm- excited for new math curriculum, do not like Skyline 1:45pm should be giving daily assessments	
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?** [impact on most students; impact on specific student groups] ✍️ 8am-9am: ELA = strength (Wilson&LLI) 9am: Improvement as we learn the community 10:30am: Working on a SAM student/ and using other stuff for to help inform the curriculum 11am: Skyline reading as a resources is ok 12:45pm: LLI is an improvement already in place and a new math curriculum rolling out for next year, also an assessment vote 1:45pm: Moving from Go Math to Envision is a step towards improving, teachers voice was used to make that decision, EOY progress monitoring even in GenEd setting makes it easier to see all 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.

[problems experienced by most students; problems experienced by specific student groups] ✍️

8am-9am: Tier supports needed for 2&3 and needed a lot of teacher created resources to meet the students where they are
What interventions are available to students regarding math

9am: Students tend to not change behaviors with a disconnect between the school and community and school is still galvenizing an inner core

10:30am: Mostly positive at student level and based on student interest and the flexibility has bee great for teachers to implement and childern can go as far as they want to

11am: The curriculum and responsiveness is useful but certain things aren't implemented

12:45pm: Classroom behavior maybe affected of studentss dont feeel valued

1:45pm- That 20% of students who are not receiving high quality instruction could be impacted

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	[takeaways reflecting most students; takeaways reflecting specific student groups] ✍️ 8am-9am: Looks pretty accurate especially number two but our school team may not do it, only a select few have been involved. 9am: The school does the best they can and students have SECAs. 10:30am- Pre-K seems well positioned to do well with this : Branching Minds 11am- not enough time in the intervention block 12:45pm- curious about response about EL students being serviced 1:45pm - curious about 56% answered yes to branching minds question when no one is using it how is the other data skewed, a chunk of people think that students are not learning in the LRE	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS) Quality Indicators of Specially Designed Curriculum EL Program Review Tool
No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo		
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	**What is the feedback from your stakeholders?** [feedback trends across stakeholders; feedback trends across specific stakeholder groups] ✍️ 8am-9am: Ready and building work with Branching Minds 9am: Adding more Secas really helped 10:30am: Blended program so very inclusive 11am: No use of branching minds currently 12:45pm: More Pd for teachers to learn about EL students and how they are serviced, surprised on response for using Branching minds when no one is using it except case manager and students not getting services 1:45pm: Short staff affects students being able to receive minutes	
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual		
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS	**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] ✍️ 8am-9am: Case Manager leads the roll out of branching minds and just started to introduce to teachers. 9am: Good communication regarding tiers from the staff meeting and helping students in the Library. 12:45pm: Posted position to get vacant position staffed, more staff to get EL certification, monitoring intervention plans, use an intervention for most reading and math, need PD on Branching Minds. 1:45pm: Slow improvements around working as a team to plan for individual students, MTSS team worked with 3rd and 4th grade.	
No	There are language objectives (that demonstrate HOW students will use language) across the content.			

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

[problems experienced by most students; problems experienced by specific student groups] ✍️

8am-9am: Staff buy in for branching minds and interventions
10:30am - Sensory environment and 3 adults are critical to student success
9am:
12:45 students are not receiving services, lack of consistency
1:45pm - short staff leads to students not receiving services

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure	[takeaways reflecting most students; takeaways reflecting specific student groups] ✍️ 8am-9am: Student absence challenges are continuously going the high flyers really hurt this data 9am: Calm classroom and 2nd step 10:30am - Calm Classroom used and other aspects built into curriculum 2nd step 11:00am - More cohesive with C&C Team needs to get it up and going 12:45pm- Curious about Q2 because everyone has access to SEL materials, wondering who doesn't have access 1:45pm- Afterschool programs and extracurricular activities have helped, parents are being contacted for absent students and attendance plans are put in place.	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			

			Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	**What is the feedback from your stakeholders?** ✏️ [feedback trends across stakeholders; feedback trends across specific stakeholder groups] 8am-9am: Consequence for benchmark grades feel diminished and it's hard to keep track of data 9am: Easy to get feedback from Ms. Santoyo (counselor) 10:30am: We could improve the calm classroom 12:45pm: Learn more about Skyline integration of SEL 1:45 pm: The Snap connect app maybe a good tool communicate with parents when students are not in school	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?**
✏️ [problems experienced by most students; problems experienced by specific student groups] 8am-9am: Students don't have to be here to have plan for re-entry , pulling students to get STLS students better supported 9am: Students use the system and at times abuse it 10:30am: Not every student has responded to this in the same way 11am: Teachers not aware of student issues or meeting operations then result in less support for student, student absence issues create such a challenge 12:45pm: More behavior problems, students being silent hard to tell what is going on 1:45pm: If students are not being check on by phone calls we may lose more students, students who are in afterschool programs increase motivation and attitude about	✏️ [impact on most students; impact on specific student groups] 8am-9am: Student incentives exist to help with attendance 9am: Counselor very available to support and behavior issues (Williams and security is on the issues quickly) 10:30am: Introduced social stories and we modify things to fit our kids 12:45pm: Peace room and new root partnership, we have a BHT team for the past two years 1:45pm: Snap connect app to communicate absences, weekly attendance incentives students really enjoy it

Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)		**References**	**What are the takeaways after the review of metrics?**	**Metrics**
Yes	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	Cather has programming aligned with this foundation for all students. It certainly could always be improved but this metric isn't as large of a priority at this time. ✏️	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?** Success Bound is provided to grades 6-8, and students completed ILP tasks. Push to have all 6-8 teachers lead Success Bound Curriculum with support from school counselor on ILP tasks. Students attend Career Fairs sponsored by CPS, as well as the annual High School Fair. ✏️	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		
	There is an active Postsecondary Leadership Team (PLT)	PLT Assessment Rubric		

N/A	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).	
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?

Teachers were introduced to implementing Success Bound 22/23 school year on their own on Wednesdays. In the new school year, the goal is to have all MS teachers leading Success Bound in their classrooms weekly every Wednesday, with support from counselor.

Pre-K
Our students have explored Career Day. Last year, we had a ballerina join them to talk about dance and encouraged students through movement.

K-5
We encourage our students to explore decision making (a skill needed in college and career) through goal setting with teachers iReady/Star 360 testing.

6-8
Our students follow the Success Bound curriculum.

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.

N/A

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References
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
No	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit
No	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric

What are the takeaways after the review of metrics?

[takeaways reflecting most students; takeaways reflecting specific student groups]

8am-9am: Staff does a good job and efforts are there but how can we get parents more involved?

9am: Really struggling to engage parents

11am: Hard to get in contact with parents (phone numbers change, no emails).
Parents are tired. Teacher frustrated that they can't get in contact with parents

12:45pm: agree that we do a lot of things to get parents involved (hot chocolate with santa, masquerade ball, being very flexible for RCPU

1:45pm: Student council was started that involves kids, students making announcements, wondering what other things we can do for student voice

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups]

8am-9am: Parents are struggling to find ways to be involved.

9am: Create a smart goal (Specific Measurable Attainable, Relevant, Time Bound)

11am: Teachers can determine ways to leverage student voice in the classroom. Although kids haven't chosen curriculum, having a student voice in learning is more prevalent.

12:45pm: It's hard to get parents involved if they are not intrinsically motivated.

1:45pm: Student council is active, functioning LSC and PAC, parents invited to activities with students

Metrics

Cultivate

5 Essentials Parent Participation Rate

5E: Involved Families

5E: Supportive Environment

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

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

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

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]

8am-9am: IEPs written alone example and what other ideas can we do

10:30am: Parent relationships are critical to the

11am: Can we leverage student voices to get them more engaged?

12:45pm: If they see their parents are not invested they will not be invested either, students will try to get away with more if there's a breakdown.

1:45pm: If there parents were in the school students would be more connected in schools, students would be more on point.

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]

8am-9am: Use Snap Connect

9am: Create a way to engage parents and communities for next year

10:30: Monthly Newsletter and a homestudy letter a weekly thing, school wide parent teacher conferences

11am: Parent phone call for appointments for RCPU, Parents invited to awards assemblies, PAC meetings, would just like to get more parents to attend.

12:45pm: Back to school bash, dances, weekly parent announcement, Snap connect, robo calls, calendar sent home to inform parents of what's happening in the classroom

1:45pm: PAC is not highly involved, maybe a space for parents to have in the building

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?

[takeaways reflecting most students; takeaways reflecting specific student groups]

*4/6/3: 8am-9am: Data generally matches (more culturally responsive)
Cluster Classroom uses totally different currculum (more support needed for curriculum)*

9am: Resources always provided to support the teachers, Health and PE

10:30am: No No's /rarely Pre-K has a culturally responsivce curriculum

11pm: Wondering if people said maybe sometimes culturally responsive, needs to be more hands-on

12:45pm: wondering about the difference in responses for quiestion 1 and 2 and found it intereted that there were no consistency with blue for q5&6

1:45pm: wondering about the amount of respondents, curious about why everyone does not have access to high quality curriculum materials , wandering about the daily assessments not being used

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups]

*4/6/3: 8am-9am: More curriculum support, math tools are not as useful for kids that are way behind and dependent on teacher created
9am: Community engagement and parents are a challenge
12:45pm- excited for new math curriculum, do not like Skyline
1:45pm should be giving daily assessments*

What student-centered problems have surfaced during this reflection?

[problems experienced by most students; problems experienced by specific student groups]

*8am-9am: Tier supports needed for 2&3 and needed a lot of teacher created resources to meet the students where they are
What interventions are available to students regarding math*

9am: Students tend to not change behaviors with a disconnect between the school and community and school is still galvenizing an inner core

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11am: The curriculum and responsiveness is useful but certain things aren't implemented

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?

[impact on most students; impact on specific student groups]

8am-9am: ELA = strength (Wilson&LLI)

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10:30am: Working on a SAM student/ and using other stuff for to help inform the curriculum

11am: Skyline reading as a resources is ok

12:45pm: LLI is an improvement already in place and a new math curriculum rolling out for next year, also an assessment vote

1:45pm: Moving from Go Math to Envision is a step towards improving, teachers voice was used to make that decision, EOY progress monitoring even in GenEd setting makes it easier to see all students

Determine Priorities

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

Students...

Are making some growth, but not engaging with enough rigorous, grade-level material.
According to EOY iReady data for ELA, K-2 students overall showed growth towards grade-level proficiency, growing from 1% at BOY to 25% at EOY.
0 students were 3 levels or more below grade-level proficiency. For Math iReady, K-2 students grew from 3% on grade-level proficiency at BOY to 25% proficiency at EOY and
4% of students are 2 grade levels below.

17/29 (59%) 7th graders showed growth and 20/31 (65%) of 8th graders showed growth in Math on Star360.

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 trying to meet students where they're at academically and focusing much of our attention on Tier 2 and 3 instruction, that our Tier 1 instruction, supports, and preparation is in need of improvement. Our instructional choices need to be better informed by data and student work while we continue to increase curriculum implementation with fidelity. We need to prioritize exposing our students to grade-level content and instruction.

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....

Resources: 🚀

Curriculum & Instruction

provide teachers with PD around understanding and unpacking the Common Core State Standards (CCSS), implement the curriculum with fidelity, maintain pacing, balance differentiation without diminishing rigor, and scaffold grade-level content ✍️

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....

more rigorous instruction and exposure to grade-level instruction ✍️

which leads to...

an increased number of students meeting, or approaching, grade-level proficiency by EOY, as well as increased teacher confidence in utilizing the Tier 1 curriculum. ✍️

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/Admin/Teachers/Supports/

Dates for Progress Monitoring Check Ins

Q1	10/27/2023	Q3	2/9/2024
Q2	12/22/2023	Q4	4/16/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who 👆	By When ✍️	Progress Monitoring
Implementation Milestone 1	By the end of quarter 1, 80% of teachers will plan instruction by prioritzing curriculum and pacing.	ILT/Admin/Teachers/Supports/	10/27/2023	Select Status
Action Step 1	Teachers consistently backward plan for units with coaches and DL teachers (co-teaching) throughout the school year.	Teachers/Coaches	weekly	Select Status
Action Step 2	Coaches model co-planning with teachers by using common planning time to facilitate between Gen Ed and DL teachers.	Teachers/Coaches	weekly	Select Status
Action Step 3	Coaches provide weekly feedback on lesson plans and pacing.	Coaches	weekly	Select Status
Action Step 4	Coaches offer tailored planning support such as co-planning, hosting planning PD sessions, and modeling planning.	Coaches	monthly	Select Status
Action Step 5	Coaches and teachers use student data and coaching cycles to focus on lesson planning and pacing.	Teachers/Coaches	monthly	Select Status
Implementation Milestone 2	By the end of quarter 3, 100% of general education teachers and DL co-teachers are implementing grade-level ELA and Math instruction as outlined in their lesson plans.	ILT/Admin/Teachers/Supports/	12/22/2023	Select Status
Action Step 1	Develop timely PD plan on new curriculum (unpacking CCSS, objectives, assessments, etc.).	SLT	8/14/23	Completed
Action Step 2	Develop pacing guide- Cather specific- to meet the needs of students.	SLT	Quarterly	In Progress
Action Step 3	Coaches observe implementation on progress, providing feedback on pacing.	Coaches	Weekly	In Progress
Action Step 4	Teachers, co-teachers, and coaches reflect on lessons and pacing.	Coaches	Weekly	In Progress
Action Step 5	Plan and execute learning walks as needed to gather and understand trends.	ILT	Quarterly	Select Status
Implementation Milestone 3	By the end of quarterly 2, 100% of teachers will regularly engage in student work analysis, including formative and summative assessments, to determine next instructional strategies.	ILT/Admin/Teachers/Supports/	2/9/2024	Select Status
Action Step 1	Provide teachers with PD on how to review student artifacts and determine corrective action steps based on misconceptions.	teachers	monthly	Not Started
Action Step 2	Teachers consistently analyze student artifacts during House meetings to determine next steps.	teachers	weekly	Select Status
Action Step 3	Teachers using student work to implement strategies to reteach, reinforce, or accelerate instruction.	teachers	daily	Not Started
Action Step 4	Classroom observations to observe teachers' use of assessment and assessment-informed instruction.	ILT/SLT	monthly	In Progress
Action Step 5				Select Status
Implementation Milestone 4	By the end of SY24, teachers are planning, implementing, and adjusting Tier 1 ELA and Math instruction to improve student outcomes on ELA IAR to 18% and on Math IAR to 13% proficiency.	teachers	6/3/2024	Select Status
Action Step 1	Facilitate learning walks to look for small group instruction and differentiation at grade-level content.	ILT	quarterly	Select Status
Action Step 2	Provide professional learning opportunities to address gaps based on data collected from learning walks.	Admin/Coaches	quarterly	Select Status
Action Step 3	Teachers have evidence of adjusting instruction by using reteaching, reinforcing, or accelerating strategies.	Teachers	weekly	Select Status

Curriculum & Instruction

| Action Step 4 | Teachers reflect on the percentage of students passing assessments and provide opportunities for improvement. | Classroom teachers/admin | Post 2/9/2024 | Select Status |
| Action Step 5 | Teachers use school-wide supports and infrastructure to provide interventions and just-in-time supports for our most at-risk students. | teachers | weekly | Select Status |

SY25-SY26 Implementation Milestones

| SY25 Anticipated Milestones | We anticipate that teachers will become more familiar with the new curriculum and execute more grade-level Tier 1 instruction, with SY25 milestones reflecting more developed differentiation, small group instruction, and response to student data. We also anticipate an increase in student achievement with more students beginning SY25 closer to grade-level. | ✏️ |
| SY26 Anticipated Milestones | After two years of commitment to grade-level instruction, we expect more Cather students to be at grade-level. This means that we can prioritize milestones that are connected to more rigorous experiences for students. | ✏️ |

Return to Top | **Goal Setting**

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

Resources: 🚀

IL-EMPOWER Goal Requirements

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

Performance Goals

Numerical Targets [Optional] ✏️

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
More students will be approaching grade level in reading than finished in SY23	Yes	IAR (English)	Overall	6%	18%		
			Select Group or Overall				
More students will be approaching grade level in math that in SY 23	Yes	IAR (Math)	Overall	1%	13%		
			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:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	We can use feedback that is provided to teachers from lesson plans and classroom observations to ensure students are provided with standards-based instruction.	All teachers are using feedback that is provided from lesson plans and classroom observations to ensure students are provided with standards based instruction.	Teachers are providing feedback to each other on best practices connected to the curriculum and their learning after 2 years of this priority.
C&I:2 Students experience grade-level, standards-aligned instruction.	We can use the student work samples that teachers analyze to measure progress towards this practice goal	More student work is reflective of grade-level instruction and student summative data should improve as well on standardized tests.	After two years of improved student work analysis, we should continue to see increasing student growth on our assessments, as well as more students on grade level.
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.	We can use evidence from assessment data to measure this goal.	As we continue to improve our unit assessments for depth and breadth, the spread of students' needs (for students that have been with Cather) should reduce and start to narrow over the course of two years. This should result in a higher percentage of students on grade-level according to assessment data.	Assement quaility should be at its best a few years into this plan, so our practice change will need to efficiently use the data from the assessments to modify interventions for students who may still be falling behind.

Return to Top | **SY24 Progress Monitoring**

Resources: 🚀

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

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
More students will be approaching grade level in reading than finished in SY23	IAR (English)	Overall	6%	18%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
More students will be approaching grade level in math that in SY 23	IAR (Math)	Overall	1%	13%	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:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	We can use feedback that is provided to teachers from lesson plans and classroom observations to ensure students are provided with standards-based instruction.	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	We can use the student work samples that teachers analyze to measure progress towards this practice goal	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.	We can use evidence from assessment data to measure this goal.	Select Status	Select Status	Select Status	Select Status

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

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

[takeaways reflecting most students; takeaways reflecting specific student groups]

8am-9am: Looks pretty accurate especially number two but our school team may not do it, only a select few have been involved.

9am: The school does the best they can and students have SECAs.

10:30am- Pre-K seems well positioned to do well with this : Branching Minds

11am- not enough time in the intervention block

12:45pm- curious about response about EL students being serviced

1:45pm - curious about 56% answered yes to branching minds question when no one is using it how is the other data skewed, a chunk of people think that students are not learning in the LRE

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups]

8am-9am: Ready and building work with Branching Minds

9am: Adding more Secas really helped

10:30am: Blended program so very inclusive

11am: No use of branching minds currently

12:45pm: More Pd for teachers to learn about EL students and how they are serviced, surprised on response for using Branching minds when no one is using it except case manager and students not getting services

1:45pm: Short staff affects students being able to receive minutes

What student-centered problems have surfaced during this reflection?

[problems experienced by most students; problems experienced by specific student groups]

8am-9am: Staff buy in for branching minds and interventions
10:30am - Sensory environment and 3 adults are critical to student success
9am:
12:45 students are not receiving services, lack of consistency
1:45pm - short staff leads to students not receiving services

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?

[impact on most students; impact on specific student groups]

8am-9am: Case Manager leads the roll out of branching minds and just started to introduce to teachers.

9am: Good communication regarding tiers from the staff meeting and helping students in the Library.

12:45pm: Posted position to get vacant position staffed, more staff to get EL certification, monitoring intervention plans, use an intervention for most reading and math, need PD on Branching Minds.

1:45pm: Slow improvements around working as a team to plan for individual students, MTSS team worked with 3rd and 4th grade.

Determine Priorities

Return to Top

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

Students...

are not being properly guided through MTSS with the intentionality and data story we need to best serve them in all tiers of instruction
Intervention Usage Report

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

Return to Top

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

As adults in the building, we...

We are making tough choices to bridge the achievement gap but aren't fully responding to students' needs, providing high quality interventions and supports. We are not using the Branching Minds platform with fidelity.

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

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What is your Theory of Action?

If we....

Resources: 🚀

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

Inclusive & Supportive Learning Environment

train teachers in small group instruction, interventions, Branching Minds, and support them throughout the year in implementation, ✍️

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.

then we see....

teachers regularly progress monitoring, collecting data, increasing and adjusting small group instruction, and efficiently executing interventions ✍️

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

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

which leads to...

a higher number of students on grade level in reading and math and the data necessary to appropriately refer and recommend students for services beyond the general education classroom. ✍️

Return to Top   **Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning
Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.
Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.
Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.
Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.
Action steps are inclusive of stakeholder groups and priority student groups.
Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️
MTSS/Admin/Case Manager/Interventionist/Coach

Dates for Progress Monitoring Check Ins
Q1	10/27/2023	Q3	2/9/2024
Q2	12/22/2023	Q4	4/16/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	By 11/10/2023, 100% of teachers will complete one iReady (Tier 2) intervention cycle with progress monitoring documentation in Branching Minds.	teachers	11/10/2023	Select Status
Action Step 1	Week 0 PD on Branching Minds for the whole group.	Network ISL	8/21/2023	Completed
Action Step 2	Ensure that all staff are trained in iReady.	iReady consultant	9/22/2023	In Progress
Action Step 3	Analyze iReady data and support for placing students in small groups to receive intervention.	teachers/coaches	9/22/2023	Select Status
Action Step 4	Utilize iReady tools for instruction to create goals for students and enter six-week scope and sequence into Branching Minds.	teacher	11/10/2023	Select Status
Action Step 5	Implement iReady interventions and progress monitor every two weeks	teacher	11/10/2023	Select Status
Implementation Milestone 2	By 11/10/2023, 100% of staff are trained in LLI (Tier 3) instruction and its Benchmark Assessment System (BAS) as well as Branching Minds, and receive ongoing support to ensure implementation and progress monitoring with fidelity.	Teachers	11/10/2023	Select Status
Action Step 1	Train staff on BAS/LLI in small group practice sessions during house meetings.	Interventionist and Case Manager	10/04/2023	Select Status
Action Step 2	Use diagnostic (BAS) data to determine LLI placement for Tier 3 students.	teacher/interventionist/SECAs	10.27.23	Select Status
Action Step 3	The MTSS team conducts learning walks, then deploys team members to support teachers individually in developing their next six-week scope and sequence.	Interventionist and Case Manager	10/27	Select Status
Action Step 4	Progress Monitor Branching Minds staff usage with MTSS Team bi-weekly.	MTSS Team	on-going	Select Status
Action Step 5	Provide targeted support for teachers with progress monitoring	Coaches	11.17.23	Select Status
Implementation Milestone 3	100% of teachers are adjusting small group instruction based on progress monitoring data and MOY screening data.	Teachers	3.22.24	Select Status
Action Step 1	Train staff on using progress monitoring data to adjust interventions.	MTSS Team	1.25.24	Select Status
Action Step 2	Analyze MOY data and adjust interventions accordingly.	MTSS Team	2.9.24	Select Status
Action Step 3	In House meetings, analyze progress monitoring artifacts to ensure intervention adjustments are made.	MTSS Team	2.14.24	Select Status
Action Step 4	The MTSS team analyzes the Tier Movement Report to identify trends and plan for next steps.	MTSS Team	2.15.24	Select Status
Action Step 5	The MTSS team conducts Learning Walks to monitor and inform intervention instruction and continue to develop school-wide practices.	MTSS Team	2.21.24	Select Status
Implementation Milestone 4	100% of teachers engage in an MTSS end-of-year data wrap up protocol.	MTSS/Admin/Case Manager/Interventionist/Coach	6.10.24	Select Status
Action Step 1	The MTSS team creates the protocol for EOY data-wrap.	MTSS +	3.31.24	Select Status
Action Step 2	Progress monitor to determine the effectiveness of interventions provided.	MTSS +	5.20.24	Select Status

Inclusive & Supportive Learning Environment

Action Step 3	Teachers conference with the next teacher that their students will be working with to discuss interventions in place and understand what's working and what's not.	MTSS +	5.22.24	*Select Status*
Action Step 4	Data Deep dive using ATLAS protocol on EOY data to monitor Tier movement from BOY to EOY, and prepare for SY24-25.	Teachers, coaches, SECAs, interventionists, admin	6.5.24	*Select Status*
Action Step 5	Reflect on EOY data to inform decisions on MTSS structures for SY24.	MTSS/Admin	6.10.24	*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	65% of teacher are now differentiating core instruction 100% of teachers are documenting and curating interventions using the BM platform 50% of teaches are are progress monitoring with supplemental interventions that are more responsive as informed by out BM platform and multiple data points
SY26 Anticipated Milestones	90% of teachers are able to differentiate core instruction We maintain the use of BM across 100% of staff 75% of teachers are progress monitoring and using multiple data points with branching minds to inform instruction 50% of teachers unpack data in a more developed way to intentiaionally group

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Return to Top
Goal Setting

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	SY24	SY25	SY26
More students will be approaching grade level in reading than finished in SY23	Yes	STAR (Reading)	Overall	12%	24%	40%	55%
			Select Group or Overall				
More students will be approaching grade level in math that in SY 23	Yes	STAR (Math)	Overall	19%	31%	40%	55%
			Select Group or Overall				

Numerical Targets [Optional] ✍️ (header spanning Baseline/SY24/SY25/SY26)

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.	We can use student data as well as Branching minds reports to tell the complicated story of this practice goal	All teachers can be effectively observed by the MTSS team on a learning walk implementing the practice changes regarding interventions	BM data and interventions observed by the MTSS team will algin with a frquency to inform that at least 90% of staff are intervening, recording, and responding
I&S:1 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.	We will use student data collected into Branching Minds as well as anecdotal evidence presented by teachers to perform root casue analysis and employ the problem solving process on a case by case basis.	We will improve school-wide MTSS by collaborating with other school-based teams and improving and developing new systems for requesting student support.	100% of teachers will utilize the infrastructures in place to create Tier 2 and Tier 3 goals for all students in Branching Minds, ultimately leading to more timely, student-centered supports, and student academic and SEL growth.
Select a Practice			

Return to Top
SY24 Progress Monitoring

Resources: 🚀

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

Inclusive & Supportive Learning Environment

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
More students will be approaching grade level in reading than finished in SY23	STAR (Reading)	Overall	12%	24%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
More students will be approaching grade level in math that in SY 23	STAR (Math)	Overall	19%	31%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals
Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	We can use student data as well as Branching minds reports to tell the complicated story of this practice goal	Select Status	Select Status	Select Status	Select Status
I&S:1 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.	We will use student data collected into Branching Minds as well as anecdotal evidence presented by teachers to perform root casue analysis and employ the problem solving process on a case by case basis.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

STAR (Math): More students will be approaching grade level in math tha...

STAR (Reading): More students will be approaching grade level in readin...

Select a Goal

If Checked:	☑	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Engagement 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.**
No action needed		**(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.

Funds will be used for the following goals: a) increase parent involvement with PAC, b) in collaboration with faculty, increase parents' knowledge of Tier1, Tier 2 and Tier 3 expectations as a means to identify pathways to improve student academic and SEL performance. c) create processes and opportunities for ongoing parent needs-assessments and support in adult education i.e. GED/High School Diploma programming. d) Connect families with post-secondary and job placement resources. e) Support parents in school-based communication by purchasing and implementing a parent-teacher communication platform.

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