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 🖌
Pamela Tivers	Teacher Leader	pdtivers@cps.edu
Priscilla Gomez	Teacher Leader	pgomez18@cps.edu
Kristina Olson	Teacher Leader	kmolson@cps.edu
Melissa Lewandowski	Teacher Leader	mmlewandowski@cps.edu
Xochitl Martinez	Teacher Leader	xmartinez7@cps.edu
Kristine Stanton	Connectedness & Wellbeing Lead	Kmstanton1@cps.edu
Debora Ward	Principal	ddward@cps.edu
Robert Staszczak	AP	rjstaszczak@cps.edu
Meredith Taylor	LSC Member	
Joe Rappold	LSC Member	
Julie Weber	Parent	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 🖌	Planned Completion Date 🖌
Team & Schedule	5/16/23	8/31/23
Reflection: Curriculum & Instruction (Instructional Core)	5/16/23	6/6/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/24/23	6/15/23
Reflection: Connectedness & Wellbeing	7/17/23	7/17/23
Reflection: Postsecondary Success	5/24/23	6/6/23
Reflection: Partnerships & Engagement	6/15/23	7/21/23
Priorities	8/4/23	8/14/23
Root Cause	8/7/23	8/15/23
Theory of Acton	8/8/23	8/15/23
Implementation Plans	8/18/23	8/23/23
Goals	8/25/23	8/28/23
Fund Compliance	8/15/23	8/15/23
Parent & Family Plan	7/17/23	7/17/23
Approval	8/31/23	8/31/23

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	
Quarter 2	
Quarter 3	
Quarter 4	

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	CPS High Quality Curriculum Rubrics	According to the I-Ready reading data, k-2 grew 30% in reading. Overall, 34% scored Mid/Above Grade level. All three grade levels grew from the beginning of the year. Kindergarten made the most growth. Their scores increased from 3% to 49% Although second grade made progress, 23% of the students scored MId/Above Grade Level. Our DL population made progress as well. They went from 3% to 21% Mid/Above Grade Level. Cleveland's EL students went from 3% to 19% Mid/Above Grade Level. According to the data,Cleveland students have a strong foundation in phonological awareness and phonics. Areas of concern are vocabulary and comprehension. For our EL students, the data for SY2022/23 BOY for Grade Level K-2 show that 38% of EL students met grade level expectations and made progressive growth for both MOY 44% and end of year 80%. However a trend we see in subgroups is that the EOY Spanish Reading scores show a decrease in EOY testing scores with Kinder EOY at 93%, 1st grade 87%, 2nd grade at 65%. The trend shows students decrease in overall reading scores with each year. According to the Star 360,Cleveland grew 4% in reading. However, Cleveland needs to continue to make growth in ELA. Currently, 34% of Cleveland students are at or above grade level. This accounts for a large EL/DL population. According to the disaggregated data, our DL's population is 60% in need of urgent intervention. The DL population's data has remained stagnant throughout the year. 43% of the ELL population is in need of urgent intervention according to the data. 52% of the students who are neither EL/DL scored At/Above grade level. 4th grade made the most growth from the beginning of the year. They grew from 28% At/Above Benchmark to 56% At/Above Benchmark. Fifth grade decreased their percentage of students who were AT/Above Grade Level. Their scores dropped from 40% to 29%. 8th grade remained stagnant throughout the year. 10% of the students scored At/Above Grade Level. Their end of the year scores last year were 27% AT/Above Grade Level. For our EL students in 3rd grade who took the Star360, BOY assessment shows students 42% AT grade level and made small growth for EOY assessment where they were 47% AT grade level. There was an a significant change in those students in need of Urgent Intervention from BOY at 31% to EOY at 14%. That's a -17% drop for students in need of urgent intervention. Math- According to I-Ready data, k-2 students scored 17% Mid/Above Grade Level. The k-2 dual language classrooms scored 13% Mid/Above Grade level. This data shows a need to revamp our Tier 1 math instruction in the primary grades. According to the Star 360 math data, our 3-8 students scored 36% AT/Above Benchmark. This is a 3% increase from the beginning of the year. Most grade levels made gains based on students who scored At/Above Grade level, with the exception of 7-8 grade students. The data indicates that we need to take a closer look at the curriculum and instruction for 7/8. 64% of 4th grade students scored At/Above Benchmark. 4th grade also decreased students who are in need of intense	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math)
Partially	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		STAR (Reading)

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

Students experience grade-level, standards-aligned instruction.

		What is the feedback from your stakeholders?	
Partially	Powerful Practices Rubric Learning Conditions	All Stakeholders have shared that our teachers and staff should create committees based on the CIWP areas of highest need which are Literacy, Math, and MTSS. These committees are to meet biweekly to engage in reflective data analysis and problem solving strategies to engage all learners in order to make expected growth in Literacy and Math with strong SEL supports. All Stakeholders have addressed the concerns of meeting the needs of our subgroups namely our EL, DL, African American and Newcomers by utilizing all our resources for creating a strong SEL space and bridging the gaps for increased growth in Literacy and Math.	STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades
Partially	Continuum of ILT Effectiveness Distributed Leadership		TS Gold
Yes	Customized Balanced Assessment Plan ES Assessment Plan		Interim Assessment

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.

The ILT leads instructional improvement through distributed leadership.

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.

		Assessment for Learning Reference Document
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.	

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.

The student centered problems that surfaced during this reflection were the areas of Literacy, Math and MTSS. In regards to Literacy, vocabulary and comprehension in the primary grades, (K-2) were an area of concern. In our DL and EL subgroups, students are required to take the I-Ready and Star360 in English which is not their native language. This directly impacts the overall results of the English IReady and Star360 assessment. The data showed that in the IReady assessment the overall scores including our EL/DL population is 34% AT/Above in Reading in English, however when EL/DL population is not included in the data 52% of the student population have scored AT/Above Grade Level. In Math, an area of concern is our K-2 math scores in both our Monolinugal and EL classrooms. The data shows that overall K-2 students scored 17% at Mid/Above grade level and 13% of our EL students were Mid/Above grade level. This problem will cause us to look deeper at our curriculum and instruction in Math, standards based small group instruction, differentiated practices and use of data to drive instructional needs. Another area of concern collected from data from our Rigor Walk indicates that student centered classrooms and strategies such as small groups in literacy and math, learner led projects, choice boards, student led reflections and overall personalized learning needs to be implemented with more fidelity and teachers need to move away from teacher-driven, whole group practices. This would directly impact our Tier 1 MTSS supports through student centered rigor and differentiated practices.

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?

There are related improvements in progress to support our student subroups that are furthest from opportunity. We are addressing the needs of Newcomers through Small Group Welcoming Committees and Small Group Lunch Bunch- which both address the need for inclusivity and community between students and staff. There are related improvements in progress for Attendance. There are incentive driven practices in place for teachers to promote higher rates of attendance for their students. There are more immediate efforts such as notes and phone calls home. The ongoing mobility from one school to another is an obstacle that is creates barriers for both students and teachers. There are opportunities for parents new to the community to engage in our Bilingual Advisory Committe, Parent Advisory Committee, Local School Council, Parent University which gives computer traning and ESL classes.

Inclusive & Supportive Learning Environment

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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	MTSS: There are seven key components that make up the Equity Based MTSS Framework. According to the MTSS Continuum, Cleveland School's strengths are Systems & Infrastructure and Teaming & Meeting Quality. Cleveland School's weaknesses are Primary Instruction and Core Curriculum for Academics & Behavior and Interpret Data & Adjust Instruction. The first domain is Systems & Infrastructure. In this component, Cleveland had two foundational levels, five developed levels, and one fully operational level. Cleveland's MTSS/BHT team has regularly met every other week to discuss various interventions and supports led by our school's counselor. The team is made up of diverse staff members such as administrators, the case manager,a social worker, a SECA, the MTSS lead, and a special education teacher. These meetings	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement
		MTSS Integrity Memo		

Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.		Annual Evaluation of Compliance (ODLSS)

are agenda driven with clearly defined members and responsibilities. Assessments are routinely discussed and we use Branching Minds data to inform our decisions. Areas of growth in this component are using universal screening data to create SMART intervention goals, groupings, and plan implementation. The second domain is Teaming & Meeting Quality. In this domain, Cleveland had one pre-foundational level, two foundational levels, two developed levels and two fully operational levels. This is a domain of strength for Cleveland. In this component, the MTSS team members are engaged in various populations such as BHT, Dual Language team, ILT, Diverse Learner team, etc. An area of growth for Cleveland is a Student Level MTSS team. There is not a developed team that plans for students who need intervention support. Another area of growth is reviewing and discussing what Tier 1 supports are being used across grade levels and content areas. The third domain is Primary Instruction and Core Curriculum for Academics and Behavior. This is a weakness for Cleveland according to the MTSS Continuum. In this component, Cleveland had three foundational levels and one developed level. The area where Cleveland is developed is the ability to make adjustments to core curriculum after an analysis of multiple data points. Many teachers at Cleveland differentiate based on a variety of student assessments, levels and needs. An area of improvement includes being trained on and utilizing all instructional materials. The fourth and fifth domain are Universal Screening and Student Support Plans. Cleveland is in between foundational and developed with these components. Cleveland uses i-Ready and STAR360 as the universal screener. This year, the BHT created a universal screener for behavior. Cleveland is at a foundational level with intervention resources. Often teachers do not use the interventions within the Branching Minds platform and an area of further growth is to begin reviewing used interventions

Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	Quality Indicators of Specially Designed Curriculum

What is the feedback from your stakeholders?

All Stakeholders have shared that our teachers and staff should create committees based on the CIWP areas of highest need which are Literacy, Math, and MTSS. Specifically for MTSS, all stakeholders agree that Professional Development needs to be a main priority for teachers and staff on Tier 1 and Tier 2 supports within the classroom setting. All stakeholders also agree that separate Professional Development is needed for implementation of strategic interventions during Math and Literacy blocks. The interventions being used is an area of growth because they are inconsistent with CPS approved measures. Therefore, teachers need to be trained on the specific interventions that will address each student's need in a particular content area. Lastly, there is very stagnant progress in terms of Cleveland's English Learner progress.   All stakeholders agree that more training is needed to implement strong ESL practices, looking closer at the English Language Development standards and Bridging techniques to build language aquisition in the EL's second language. All stakeholders believe that ALL Professional Development should be targeted towards specific needs in our CIWP, namely Literacy, Math and MTSS concerns.

Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual	EL Program Review Tool

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?

There are related improvements in progress to support our students with an inclusive and supportive learning environment. In regards to MTSS, Cleveland has been using Branching Minds but a barrier is that it is a new system and the school is still learning the platform. Cleveland is giving interventions to struggling students but a few barriers are the misconception that only general education students can receive intervention. Also, a barrier is the lack of training in research-based interventions and ways to progress monitor. Lastly, in regards to MTSS, grade level teams meet weekly but a barrier is that there is not a deep dive and reflection of student progress, interventions, etc. A few related improvements with Cleveland's English Learners are our ELPT meets with newcomers to support their transition. Cleveland also has a bilingual interventionist to support bilingual students. Lastly, there is a Dual Language coordinator to support in the Dual Language classrooms. However, a barrier is a lack of focus on the English Learner Development Standards which is aligned to ACCESS and English proficiency growth. Cleveland has a great focus on native language instruction but a barrier is a lack of growth in the English

Partially	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.

The student centered problems that surfaced during this reflection were in the areas of MTSS and English Learners. More specifically, our English Learners are making stagnant progress on their English proficiency. Based on data found, 50% of EL students are making progress on ACCESS. According to the MTSS Continuum, a student centered problem in regards to MTSS is that there is a lack of quality interventions and reflection

problem in regards to MTSS is that there is a lack of quality interventions and reflection with these interventions. Furthermore, teachers need support and professional development to understand how to progress monitor effectively and have deeper discussions during grade level meetings about their struggling students in tier 1, tier 2, and tier 3. The last student-centered problem with MTSS, based on the MTSS Continuum, is the lack of training with quality interventions and instruction/differentiation.

instruction but a barrier is a lack of growth in the English language. A barrier is a deficiency in accurate bridging instruction between learning in Spanish and learning in English.

Connectedness & Wellbeing

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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]1- Our school has a team of internal staff members (e.g. counselors, social worker, psychologist, special education case manager, discipline leader) who meet regularly to discuss student referrals and match students to appropriate interventions. (NOTE: Discussions include all students, rather than just students with IEPs.) 2- Our school has structures in place for Tier 1 school-wide supports (e.g., school-wide expectations) that promote a positive and safe learning climate. (disseminating tier 1 support information to teachers). 3- Our school has procedures for communicating to school staff regarding the status of referrals and students referred.	% 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
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		4-Our school has standardized behavioral health policies and procedures for referral and screening of students exhibiting social, emotional, or behavioral issues including those being considered for exclusionary measures (e.g., suspension /expulsion). 5- Our school has staff trained in and implementing Tier II behavioral health group interventions that address students' Tier II needs (e.g., anger, trauma, behavior). 6- Our school has a menu of interventions that addresses students' Tier II needs (e.g., anger, trauma, behavior). 7- Our school is implementing Tier II restorative practices (e.g. peace circles, peer conference) that provide students with strategies to resolve conflicts 8- Our school has a process for monitoring and tracking student progress in interventions assigned by the behavioral health team. 9-Our school has a process for evaluating Tier II/III interventions assigned to students using social, emotional, behavioral, and academic data. 10- Our school regularly allocates time on the staff professional development calendar for training on behavioral health supports. 11- Our school formalizes partnerships with community agencies to provide on-site behavioral health and/or social support through a formal agreement (e.g. linkage agreement, no-cost agreement, task order) in alignment with District policies.	Increased Attendance for Chronically Absent Students
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		**What is the feedback from your stakeholders?** Need plan or a calendar of Professional Development for the school year. Consistency is needed: Admin on board for monthly tier 1 supports (character traits, student recognition, student outcome rewards) Plan in place:This is done through expectations, rules, routines established and carried through Calm Classroom Grade level teams Does pk-4 do this? 5-8 does at team meetings? How to include paras/aides? Cps policy - work in progress Created a referral and screening process that still needs to be distributed to staff	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

			Metrics
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Policies and procedures under revision, revisit in August Possible infographic on referral process- in need of ensuring teacher understanding Sent out a flier to staff, working on creating a Google Classroom for staff & Flowchart to be shared. PBIS Identified team members but are not currently receiving referrals A plan in place to begin taking referrals beginning in August Started and are continuing to work on Compiling and revising menu Trained, but not implementing Licensed members are trained and available when needed Refresher training for licensed members, implementing as needed Trained, but not implementing We do have peer mediator groups Trained but need has not been identified On a needs basis Use PBIS world as a tool CICO implemented and monitored Branching Minds has been established, but need more training for staff Teachers are utilizing data tracking for referral process Gathering both student and teacher perspective on need through survey, progress monitoring through Branching Minds	Student Voice Infrastructure Reduction in number of students with dropout codes at EOY

What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**
Are individual student needs incorporated into planning and differentiation of lessons and materials? Do all students possess or have access to a way to communicate wants and needs, interact with curriculum, and establish and maintain adult and peer relationships? Does the classroom staff clearly understand functions of behavior and respond to problem behavior in a manner that reinforces appropriate behavior versus inappropriate behavior? Is there a consistent monitoring of attendance issues?	We have a strong Behavioral Health team that has worked on a plan to be executed this coming school year. However, we still need to address Culture and Climate and believe we can begin this journey by having strong plans in place for SEL and Academic needs. At times our students in the Cluster programs can be quite challenging. We need to streghten this team so we can all work together in the best interst of all students.

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)	According to the current graduation data, 98% of 8th graders graduated from 8th grade. Majority of Cleveland students have successfully completed/met their 8th grade requirements. The number of eight grade students attending a SEHS in the fall is 6.6%. Cleveland school needs to continue to maintain this level of performance around graduation, however the rate of SEHS needs to increase by 4.4%. In looking at the over ECCC (Early College and Career Courses) data, only 25.6% of 8th graders qualified for the Middle School Algebra program. This is 12 of 47 eligible 8th graders. The remaining 74.4% (35) of 8th graders are receiving regular math instruction. Cleveland needs to continue to make yearly growth in the area of the ECCC to provide 8th grade students with the opportunity for advance math placement in high school.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track
		Individualized Learning Plans	According to the recent ILP data of the 114 eligible 6th-8th graders all have a 100% rate of completion on their ILP's. In a recent survey provided to 6th-8th grade 85% felt confident with their ability and knowledge to explore College and Careers opportunities. The remaining 15% were unsure. This	Learn, Plan, Succeed % of KPIs Completed (12th Grade)

| Yes | Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th). | | Careers opportunities. The remaining 16% were unsure. This data reflects the need to continue to use and implement more College and Career curriculum. One way to increase the student's knowledge and exploration is to host a Career Day in which students would have the opportunity to connect and interact with various colleges and individuals who work in careers that students are interested in exploring.

According to the 3-8 On Track Data only 46% of all students in grades 3rd-8th are on track, 22% are almost on track 5% are near on-track, 12% are far from on-track and 15% are off track. The data reflects several areas of concern. When the DL and ELL are removed from the On-Track Data, the number of students in grades 3rd-8th on-track increases by 6%, however, there is a decrease in the various subcategories with the exception to the Off-Track having a 2% increase. This weekly On-Track Data trend shows students that there is a significant number of students who are DL and ELL or both who are falling on the 3rd-8th On-Track. | [College Enrollment and Persistence Rate](#) |

What is the feedback from your stakeholders?

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](#)	Stakeholders have shared that our teachers and staff should take a closer look at the correlation between the 3rd-8th On-Track Data, attendance and assessments. This reflective data analysis by teachers and staff will further help to develop a strategic plan to enhance all student's academic experience and focus on a way to increase student's abilities and skills needed to be a successful learner. Additionally, stakeholders have shared that our teachers and staff should create a Post-Secondary Committee with a focus on Career Day based on the data/survey and student feedback. This committee would meet biweekly to engage in reflective data/survey analysis to strategize and plan student engagement activities for all learners around College and Career. Many students would benefit from more exposure of STEM programs to further enhance their skills and better prepare them for their High School experience or program opportunities.	[9th and 10th Grade On Track](#) [Cultivate (Relevance to the Future)](#) Freshmen Connection Programs Offered (School Level Data)
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).			
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	[ECCE Certification List](#)		
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	[PLT Assessment Rubric](#)		
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?

There are related improvements in progress to support our student subgroups that are furthest from opportunity. We are addressing the needs of improving our 3rd-8th On Track Data, by offering attendance incentives for all students, CICO plan for students who have been identified as off-track, consistent parent communication via email, phone calls and in person meetings. There was a slight increase in attendance in the 3rd-8th grade classes, students' grades remained stagnant and parent involvement and support showed improvement. With all our efforts we are still experiencing barriers amongst several subgroups, ELL students struggle with the language barrier of the HSAT, many students struggle due to family situations with coming to school consistently even though all protocol has been implemented.

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.

The students centered problems that surfaced during this reflection were the areas on-track data, attendance and number of students being offered SEHS. In regards to the on-track data, the 6th and 8th grade were areas of concern. In reviewing DL and ELL subgroups, students in the 6th and 8th grade had a higher number of students off-track at 22% in 6th and 9% in 8th in comparison to their counterparts. This off-track data would directly impact the ratio of ELL students who may need to attend summer school. The data collected also showed another area of concern with the number of 8th grade students being offered SEHS. Primarily the student who were offered a SEHS this year were DL students no general education student received a selective offer. With an increase in the literacy and math assessments along with more direct small group differentiated instruction being implemented within the classroom, it would provide teachers with the opportunity to hone in on student centered growth in literacy and math thus raising the High School Admissions Tests results and offerings for SEHS for our students.

Partnership & Engagement

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

Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	Cleveland School works hard at building strong external relationships. Our partnership with The Neighborhood Boys and Girls Club has allowed families to have a safe environment in the neighborhood that offers leadership programs and sporting opportunities. We work with the Alderman and North River Commision insupporting our families needs in the community. Cleveland believes that parents are partners in helping students learn. This is evident in an increase in Parent-Teacher trust, as well as parent involvement in our school. The Friends of Cleveland have been proactive in trying to build additional parent involvement. They have hosted many events that have had great parent participation including our Back to School Bash, Red Bird Hustle, and Halloween on the Green. We value parents' input and participation in advancing our mission and vision.	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit	The Bilingual Advisory Committee is composed of parents of EL students at Cleveland and facilitated by the English Learner Program Teacher (ELPT). The BAC is required to meet five times per year, due to the involvement of our parents, we tend to meet more often. The goal of BAC is to educate parents about all of the state-mandated bilingual programs that the school offers, help parents develop leadership skills for effective participation in our school and to advocate for the academic, social and cultural development of all ELL students. The BAC is recognized as a standing committee of the Local School Council (LSC). As a standing committee, the BAC reports to the LSC regarding bilingual education issues, updates, and concerns in the school. The BAC is structured as follows: a president, a vice-president, a secretary, one representative. The officers are elected at the annual meeting at the start of the school year.	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)
Partially	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric	**What is the feedback from your stakeholders?** Most families are appreciateive to the openness and transparency of school leadership. Parents appreciate the approachability of the principal, and her active involvement in the school. Although we have more parental involvement, we are still struggling in having many of our Latinx families participate. There is active involvement in parent/community group enegagemnt. There is presently a full LSC in place with new members, indicating fluid involvement. Our PAC, BAC, and FOC are collaborating more to ensure more participation, and minimize separation. Parents are invited to ILT and CIWP meetings to ensure their voice is included.	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.

Most students are intimidated by student leadership and how to actively participate. Teachers have incorporated more lessons trying to have students realize the importance in their voice. The principal and AP actively help with recess and lunch to ensure visibility and approachibilty. Student representation on LSC has also help foster the student/admin relationship. Most discipline problems are extensions of out of school time and most often related to unsupervised social media interactions between students. Additionally, a few students have participated in inappropriate racial behaviors. This is a new phenomenon to Cleveland.

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

Our Behavioral Health Team has put in place procedures to assist students and have teachers/staff help give students the means and access for success and health safety. This fall will see the affects of the BHTs implimention process.

Curriculum & Instruction

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.
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.
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

According to the I-Ready reading data, k-2 grew 30% in reading. Overall, 34% scored Mid/Above Grade level. All three grade levels grew from the beginning of the year. Kindergarten made the most growth. Their scores increased from 3% to 49% Although second grade made progress, 23% of the students scored Mid/Above Grade Level. Our DL population made progress as well. They went from 3% to 21% Mid/Above Grade Level. Cleveland's EL students went from 3% to 19% Mid/Above Grade Level. According to the data,Cleveland students have a strong foundation in phonological awareness and phonics. Areas of concern are vocabulary and comprehension. For our EL students, the data for SY2022/23 BOY for Grade Level K-2 show that 38% of EL students met grade level expectations and made progressive growth for both MOY 44% and end of year 80%. However a trend we see in subgroups is that the EOY Spanish Reading scores show a decrease in EOY testing scores with Kinder EOY at 93%, 1st grade 87%, 2nd grade at 65%. The trend shows students decrease in overall reading scores with each year. According to the Star 360,Cleveland grew 4% in reading. However, Cleveland needs to continue to make growth in ELA. Currently, 34% of Cleveland students are at or above grade level. This accounts for a large EL/DL population. According to the disaggregated data, our DL's population is 60% in need of urgent intervention. The DL population's data has remained stagnant throughout the year. 43% of the ELL population is in need of urgent intervention according to the data. 52% of the students who are neither EL/DL scored At/Above grade level. 4th grade made the most growth from the beginning of the year. They grew from 28% At/Above Benchmark to 56% At/Above Benchmark. Fifth grade decreased their percentage of students who were AT/Above Grade Level. Their scores dropped from 40% to 29%. 8th grade remained stagnant throughout the year. 10% of the students scored At/Above Grade Level. Their end of the year scores last year were 27% AT/Above Grade Level. For our EL students in 3rd grade who took the Star360, BOY assessment shows students 42% AT grade level and made small growth for EOY assessment where they were 47% AT grade level. There was an a significant change in those students in need of Urgent Intervention from BOY at 31% to EOY at 14%. That's a -17% drop for students in need of urgent intervention. Math-According to I-Ready data, k-2 students scored 17% Mid/Above Grade Level. The k-2 dual language classrooms scored 13% Mid/Above Grade level. This data shows a need to revamp our Tier 1 math instruction in the primary grades.
According to the Star 360 math data, our 3-8 students scored 36% AT/Above Benchmark. This is a 3% increase from the beginning of the year. Most grade levels made gains based on students who scored At/Above Grade level, with the exception of 7-8 grade students. The data indicates that we need to take a closer look at the curriculum and instruction for 7/8. 64% of 4th grade students scored At/Above Benchmark. 4th grade also decreased students who are in need of intense intervention by 10%. 10% of our DL students scored At/Above Grade Level. However, our DL population decreased their score of Intense Intervention by 10%. 50% of our Non DL students scored AT/Above Benchmark. 29% of our EL population scored At/Above benchmark. This is a 5% increase from the beginning of the year.

What is the feedback from your stakeholders?

All Stakeholders have shared that our teachers and staff should create committees based on the CIWP areas of highest need which are Literacy, Math, and MTSS. These committees are to meet biweekly to engage in reflective data analysis and problem solving strategies to engage all learners in order to make expected growth in Literacy and Math with strong SEL supports. All Stakeholders have addressed the concerns of meeting the needs of our subgroups namely our EL, DL, African American and Newcomers by utilizing all our resources for creating a strong SEL space and bridging the gaps for increased growth in Literacy and Math.

What student-centered problems have surfaced during this reflection?

The student centered problems that surfaced during this reflection were the areas of Literacy, Math and MTSS. In regards to Literacy, vocabulary and comprehension in the primary grades, (K-2) were an area of concern. In our DL and EL subgroups, students are required to take the I-Ready and Star360 in English which is not their native language. This directly impacts the overall results of the English IReady and Star360 assessment. The data showed that in the IReady assessment the overall scores including our EL/DL population is 34% AT/Above in Reading in English, however when EL/DL population is not included in the data 52% of the student population have scored AT/Above Grade Level. In Math, an area of concern is our K-2 math scores in both our Monolingual and EL classrooms. The data shows that overall K-2 students scored 17% at Mid/Above grade level and 13% of our EL students were Mid/Above grade level. This problem will cause us to look deeper at our curriculum and instruction in Math, standards based small group instruction, differentiated practices and use of data to drive instructional needs. Another area of concern collected from data from our Rigor Walk indicates that student centered classrooms and strategies such as small groups in literacy and math, learner led projects, choice boards, student led reflections and overall personalized learning needs to be implemented with more fidelity and teachers need to move away from teacher-driven, whole group practices. This would directly impact our Tier 1 MTSS supports through student centered rigor and differentiated practices.

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?

There are related improvements in progress to support our student subgroups that are furthest from opportunity. We are addressing the needs of Newcomers through Small Group Welcoming Committees and Small Group Lunch Bunch- which both address the need for inclusivity and community between students and staff. There are related improvements in progress for Attendance. There are incentive driven practices in place for teachers to promote higher rates of attendance for their students. There are more immediate efforts such as notes and phone calls home. The ongoing mobility from one school to another is an obstacle that is creates barriers for both students and teachers. There are opportunities for parents new to the community to engage in our Bilingual Advisory Committe, Parent Advisory Committee, Local School Council, Parent University which gives computer traning and ESL classes.

Determine Priorities

Return to Top

Resources: 🚀

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

Determine Priorities Protocol

Students...

Students centered problems are in direct relation to the teaching and understanding of foundational skills in ELA and Mathematics. Data is indicating that our 3-5 grade students do not understand foundational skills and cannot make the shift into understanding how to learn to read into reading to learn. Students with disabilities are lagging significantly behind general education students. El students are also showing very little growth in these areas. Data is indicating that students are learning skills in isolation and do not know how to apply the learning to think deeper and apply their knowledge to real life situations. In addition, our attendance has declined and poor mobility rate has increased. Dual language students are not bridging in a timely fashion.

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

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Resources: 🚀

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

5 Why's Root Cause Protocol

As adults in the building, we...

Adults need additional training and resources to provide foundational skills throughout the grade levels. Adults are not assessing students progress towards the common core standards therefore, we are not meeting the needs of individual students especially diverse learners and Dual language students. Adults have moved away from individualized instruction and moved toward whole group instruction which is affecting student achievement. Adults are focused on teaching isolated skills causing students to move away from higher order thinking skills and problem solving. Dual language students need to be biliterate and an ELA block needs to be added to support both languages. Adults in the community. need to focus on positivity and the importance of attendance.

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....

focus on the science of reading,, teacher training, horizontal and vertical curriculum alignment, SEL and Common Core differentiated instruction for all students (general education, Diverse Learners and English Language Learners)

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

then we see....

an increase in attendance, student engagement, better prepared teachers, personalized instruction, and the teaching the science of reading with differentiated Common Core Alignment.

which leads to...

increased students achievement and growth.

Implementation Plan

Return to Top

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.

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

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

Curriculum & Instruction

Team/Individual Responsible for Implementation Plan ✍️

Administration, BHT, Dual Language Team, Interventionist.

Dates for Progress Monitoring Check Ins

| Q1 | | Q3 | |
| Q2 | | Q4 | |

	SY24 Implementation Milestones & Action Steps ✍️	**Who** ✍️	**By When** ✍️	**Progress Monitoring**
Implementation Milestone 1	Provide professional development to staff based on research based practices	Network ISL's, Mentor Teachers,	2026	In Progress
Action Step 1	Provide PD for best practices in biliteracy instruction	All Grades	2026	In Progress
Action Step 2	Provide PD for Skyline for ELA and Math	Grades k-8	2024	In Progress
Action Step 3	Provide PD for classroom rituals and routines	All Grades	2025	In Progress
Action Step 4	Provide PD in the science of reading	All Grades	2026	In Progress
Action Step 5	Provide PD in problem based strategies for math	all grades	2026	In Progress
Implementation Milestone 2	Provide a student centered approach for all students	Coaches, BHT, Administration and mentor teachers	2026	In Progress
Action Step 1	Observe, reflect, and and implement practices based on observation of peer mentors	All grades	2024	In Progress
Action Step 2	Use rigor walks to assess and monitor the practice of students centered environment	Leadership Team	2026	In Progress
Action Step 3	In biweekly grade level meetings look at data to determine the needs of individual students.	Grade level teams, coaches and administration	2026	In Progress
Action Step 4	Plan and implement learning cycles for the ILT to analyze and strategize best practices in Personalized Learning.	ILT	2025	In Progress
Action Step 5	Guiding students to become autonomous learners and take charge of their emotional and academic needs.	Students, teachers, BHT, ILT and Administration	2026	In Progress
Implementation Milestone 3	Have the Behavioral Health Team implement strategies that promote a positive culture and climate for all students.	BHT	2024	In Progress
Action Step 1	Create a plan for schoolwide SEL to promote a positive school environment	BHT	2023	In Progress
Action Step 2	Analyze SEL survey data to plan for additional supports to increase a positive school climate and culture	BHT	2026	In Progress
Action Step 3	Provide teachers with guidance and support to implement best practices in SEL	BHT	2026	In Progress
Action Step 4	Provide small group support to meet the various needs of individual students.	Counselor	2026	In Progress
Action Step 5	Organize and implement a peer mentoring program that will help students manage their SEL needs.	BHT, Administration	2026	In Progress
Implementation Milestone 4	Work with the Dual Language team to plan for an ELA block to help students bridge and become biliterate.	Administration, Dual Language team, coaches, and Network ISL	2026	In Progress
Action Step 1	Analyze data in the dual language classroom to drive instruction	Dual language team, Administration, Network ISL and teachers. \	2026	In Progress
Action Step 2	Plan and implement a schedule that supports a biliterate classroom	Dual Language team, Administration, teachers	2024	In Progress
Action Step 3	Use data from informal observations, rigor walks, and peer observations to analyze and plan for best practices and strategies in biliteracy.	Dual language team, Administration, Network ISL and teachers. \	2026	In Progress
Action Step 4	Provide ongoing support and resources to meet the needs of a biliterate classroom	Dual language team, Administration, Network ISL and teachers. \	2026	In Progress
Action Step 5	Provide students with needs based instruction to support a biliterate classroom	Dual language team, Administration, Network ISL and teachers. \	2026	In Progress

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	In 2025 we expect to have the entire staff trained in Responsive Classroom techniques and Skyline for ELA and Math to improve academics and climate and culture. We also anticipate that during 2024 and 2025 we will have a plan and schedule in place for observation and mentoring from peer coaches. In addition, the ILT will have learning cycles on revitalizing Personalized Learning techniques to improve individualized instruction. Also, during the next 2 years Cleveland's BHT will execute a plan for positive and culture and climate for the school. Finally, during 2024 and 2025 we will ensure that we have a plan and schedule that supports biliterate classrooms.	✍️

SY26 Anticipated Milestones	At the end of the 2026 School Year we anticipate that by providing ongoing professional development for reading, math and biliteracy instruction we will have shown ongoing success in students growth outcomes in all academic areas. In addition, by using a student centered approach and creating structures within the BHT we will be able to provide the quality individualized instruction that is centered around individual students needs. This will be evident in our 5 essentials data as well as survey data given to students. Finally, by 2026 we will ensure students are biliterate in both English and Spanish and able to communicate and show academic and social growth in all areas.

Goal Setting

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	SY24	SY25	SY26
Students in all grades and across all subgroups will show 15 %growth in reading. This will be a result of all staff understanding the science of reading and implementing best researched based strategies for the science of reading. In addition, all teachers will use small group individualized instruction to meet the needs of all learners	Yes	iReady (Reading)	Overall	50			
			English Learners	67			
Students in all grades and across all subgroups will show 15% growth in math, This will be the result of all staff understanding research based math practices that include problem solving strategies and student thinking. IN addition teachers will use small group math instruction that is individualized to meet the needs of all learners	Yes	iReady (Math)	Overall	61			
			Students with an IEP	0			

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.	Teachers will be fully trained in ELA Skyline implementation with includes the science of reading and will focus on standards based instruction	Teachers will be fully trained in Math Skyline implementation which includes researched based instruction aligned to CCSS.	Teachers and students will understand what standards are being taught and understand how to use the standards to increase use these standards to increase academic outcomes.
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.	Teachers and students have access to ELA Skyline materials, Foundational resources, and culturally relevant materials that are standards aligned.	Teachers and students have access to Math Skyline materials that include problem solving strategies and life skills that are culturally relevant and aligned to state standards.	Teacher and students will understand what standards are being taught and how to apply those standards to increase academic outcomes.

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

Curriculum & Instruction

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.

Grade level teams, the ILT and Administration will be able to use balanced assessment systems in ELA that measure the depth and breath of student learning and use this data to plan for and execute action steps to provide students with nexts steps. In addition, these teams will progress monitor this data on a bi-weekly basis to ensure students are making adequate progress towards year end goals.

Grade level teams, the ILT and Administration will be able to use balanced assessment systems in ELA that measure the depth and breath of student learning and use this data to plan for and execute action steps to provide students with nexts steps. In addition, these teams will progress monitor this data on a bi-weekly basis to ensure students are making adequate progress towards year end goals.

All grade level teams, the ILT and administration understand how to measure the depth and breath of individual student instruction and plan for and execute steps so students master CCSS and make year end goals.

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
reading. This will be a result of all staff understanding the science of reading and implementing best researched based strategies for the science of reading. In addition, all teachers will use small group	iReady (Reading)	Overall	50		Select Status	Select Status	Select Status	Select Status
		English Learners	67		Select Status	Select Status	Select Status	Select Status
math, This will be the result of all staff understanding research based math practices that include problem solving strategies and student thinking. IN addition teachers will use small group math instruction that is	iReady (Math)	Overall	61		Select Status	Select Status	Select Status	Select Status
		Students with an IEP	0		Select Status	Select Status	Select Status	Select Status

Practice Goals

		Progress Monitoring			
Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	Teachers will be fully trained in ELA Skyline implementation with includes the science of reading and will focus on standards based instruction	Select Status	Select Status	Select Status	Select Status
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Teachers and students have access to ELA Skyline materials, Foundational resources, and culturally relevant materials that are standards aligned.	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.	Grade level teams, the ILT and Administration will be able to use balanced assessment systems in ELA that measure the depth and breath of student learning and use this data to plan for and execute action steps to provide students with nexts steps. In addition, these teams will progress monitor this data on a bi-weekly basis to ensure students are making adequate progress towards year end goals.	Select Status	Select Status	Select Status	Select Status

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Yes	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.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

MTSS:
There are seven key components that make up the Equity Based MTSS Framework. According to the MTSS Continuum, Cleveland School's strengths are Systems & Infrastructure and Teaming & Meeting Quality. Cleveland School's weaknesses are Primary Instruction and Core Curriculum for Academics & Behavior and Interpret Data & Adjust Instruction. The first domain is Systems & Infrastructure. In this component, Cleveland had two foundational levels, five developed levels, and one fully operational level. Cleveland's MTSS/BHT team has regularly met every other week to discuss various interventions and supports led by our school's counselor. The team is made up of diverse staff members such as administrators, the case manager, a social worker, a SECA, the MTSS lead, and a special education teacher. These meetings are agenda driven with clearly defined members and responsibilities. Assessments are routinely discussed and we use Branching Minds data to inform our decisions. Areas of growth in this component are using universal screening data to create SMART intervention goals, groupings, and plan implementation. The second domain is Teaming & Meeting Quality. In this domain, Cleveland had one pre-foundational level, two foundational levels, two developed levels and two fully operational levels. This is a domain of strength for Cleveland. In this component, the MTSS team members are engaged in various populations such as BHT, Dual Language team, ILT, Diverse Learner team, etc. An area of growth for Cleveland is a Student Level MTSS team. There is not a developed team that plans for students who need intervention support. Another area of growth is reviewing and discussing what Tier 1 supports are being used across grade levels and content areas. The third domain is Primary Instruction and Core Curriculum for Academics and Behavior. This is a weakness for Cleveland according to the MTSS Continuum. In this component, Cleveland had three foundational levels and one developed level. The area where Cleveland is developed is the ability to make adjustments to core curriculum after an analysis of multiple data points. Many teachers at Cleveland differentiate based on a variety of student assessments, levels and needs. An area of improvement includes being trained on and utilizing all instructional materials. The fourth and fifth domain are Universal Screening and Student Support Plans. Cleveland is in between foundational and developed with these components. Cleveland uses i-Ready and STAR360 as the universal screener. This year, the BHT created a universal screener for behavior. Cleveland is at a foundational level with intervention resources. Often teachers do not use the interventions within the Branching Minds platform and an area of further growth is to begin reviewing used interventions quarterly by a multidisciplinary team. Cleveland is at a developed level with students receiving interventions because they are receiving support based on district recommended guidelines. The last two domains are Supplemental Intervention (Tier 2 & 3) and Interpret Data & Adjust Instruction. In these two components, there were two pre-foundational levels, one foundational level, and one developed level. Beginning with Supplemental Intervention, Cleveland School meets weekly with grade level teams. In these meetings, the team discusses Branching Minds To Dos, student progress, and student interventions. The interventions being used is an area of growth because they are inconsistent with CPS approved measures. Lastly, Interpreting Data & Adjusting Instruction is a weakness at Cleveland. The MTSS team does not regularly review data with when to change the intervention or make adjustments to the already in place intervention. Furthermore, the MTSS team does not discuss how to uncover barriers to an intervention and evaluate overall fidelity of a small group and individualized intervention. To summarize, Cleveland has an MTSS leadership team with a variety of staff roles and include administrators. The leadership team helps drive evidence-based systems and structures to support students. Cleveland also has an assigned MTSS lead and interventionist. The lead manages school-wide implementation where the interventionist ensures that qualifying students are provided with

What is the feedback from your stakeholders?

All Stakeholders have shared that our teachers and staff should create committees based on the CIWP areas of highest need which are Literacy, Math, and MTSS. Specifically for MTSS, all stakeholders agree that Professional Development needs to be a main priority for teachers and staff on Tier 1 and Tier 2 supports within the classroom setting. All stakeholders also agree that separate Professional Development is needed for implementation of strategic interventions during Math and Literacy blocks. The interventions being used is an area of growth because they are inconsistent with CPS approved measures. Therefore, teachers need to be trained on the specific interventions that will address each student's need in a particular content area. Lastly, there is very stagnant progress in terms of Cleveland's English Learner progress. All stakeholders agree that more training is needed to implement strong ESL practices, looking closer at the English Language Development standards and Bridging techniques to build language aquisition in the EL's second language. All stakeholders believe that ALL Professional Development should be targeted towards specific needs in our CIWP, namely Literacy, Math and MTSS concerns.

What student-centered problems have surfaced during this reflection?

The student centered problems that surfaced during this reflection were in the areas of MTSS and English Learners. More specifically, our English Learners are making stagnant progress on their English proficiency. Based on data found, 50% of EL students are making progress on ACCESS. According to the MTSS Continuum, a student centered problem in regards to MTSS is that there is a lack of quality interventions and reflection with these interventions. Furthermore, teachers need support and professional development to understand how to progress monitor effectively and have deeper discussions during grade level meetings about their

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?

There are related improvements in progress to support our students with an inclusive and supportive learning environment. In regards to MTSS, Cleveland has been using Branching Minds but a barrier is that it is a new system and the school is still learning the platform. Cleveland is giving interventions to struggling students but a few barriers are the misconception that only general education students can receive intervention. Also, a barrier is the lack of training in research-based interventions and ways to progress monitor. Lastly, in regards to MTSS, grade level teams meet weekly but a barrier is that there is not a deep dive and reflection of student progress, interventions, etc. A few related improvements with

Inclusive & Supportive Learning Environment

struggling students in tier 1, tier 2, and tier 3. The last student-centered problem with MTSS, based on the MTSS Continuum, is the lack of training with quality interventions and instruction/differentiation.

Cleveland's English Learners are our ELPT meets with newcomers to support their transition. Cleveland also has a bilingual interventionist to support bilingual students. Lastly, there is a Dual Language coordinator to support in the Dual Language classrooms. However, a barrier is a lack of focus on the English Learner Development Standards which is aligned to ACCESS and English proficiency growth. Cleveland has a great focus on native language instruction but a barrier is a lack of growth in the English language. A barrier is a deficiency in accurate bridging instruction between learning in Spanish and learning in English.

Return to Top　　　　　　　　　　**Determine Priorities**

Resources: 🚀

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

[Determine Priorities Protocol](#)

Students...

Students, especially English Language Learners are not making adequate progress on ACCESS because of the lack of quality interventions. In addition students are not experiencing student centered individualized interventions and being progress monitored to ensure interventions are appropriate. Students often lack the motivation necessary to be academically successful.

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...

need to understand and implement quality interventions for MTSS. In addition, we need additional strategies and professional development around MTSS strategies to ensure we are providing research based quality interventions that are student centered and meet the needs of individual students. The administrative team needs to progress monitor these interventions and analyze data to adjust for and make sure students are academically successful.

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....

effectively deliver primary instruction and core curriculum, create high quality well documented student support and and support plans, progress monitor supports, and interpret data to adjust instruction (MTSS Continuum is guide)

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

then we see....

students engaged in core curriculum and interventions, teachers differentiating instruction, implementing supports, and adjusting their instruction based off data

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

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

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

which leads to...

an increase of students moving benchmarks on interventions in Branching Minds, consistent growth in all grades, EL students growth, DL student growth, and an increase in positive culture and climate throughout the school.

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.

Inclusive & Supportive Learning Environment

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 ✍

BHT, Interventionist, Administration, Teachers

Dates for Progress Monitoring Check Ins

Q1 _____   Q3 _____
Q2 _____   Q4 _____

SY24 Implementation Milestones & Action Steps ✍	Who ✍	By When ✍	Progress Monitoring
Implementation Milestone 1 Using appropriate tiered interventions we will see academic growth in all grades	Teachers, Administration, Interventionists	2026	In Progress
Action Step 1 Train staff in the implementation of Branching minds using the recommended tiered interventions.	Interventionists	2023	In Progress
Action Step 2 Monitor the execution of tiered intervention strategies	Administration, Coaches	2026	In Progress
Action Step 3 Provide ongoing peer coaching and supports using research based tiered interventions.	Coaches, Interventionists	2026	In Progress
Action Step 4 Analyze a variety of data to drive needs based instruction	Grade level teams, ILT, Teachers, administration	2026	In Progress
Action Step 5 Provide research based MTSS resources to ensure students have the best opportunities for academic success	Administration,	2023	In Progress
Implementation Milestone 2 EL students will show growth in all academic areas using best practices in EL and MTSS.	Teachers, Interventionists, Administration	2026	In Progress
Action Step 1 Teachers will be trained in the implementation of WIDA standards and Can DO descriptors	Dual language and BIlingual teachers, ELPT, Coach	2024	In Progress
Action Step 2 Students will be instructed and assessed based on the Can Do descriptors.	Dual language and BIlingual teachers, ELPT, Coach	2024	In Progress
Action Step 3 Teachers will receive ongoing supports to meet the needs of our ELL students.	ELPT, Dual Language COach	2026	In Progress
Action Step 4 Teachers will provide the necessary resources and instruction to make sure all ELL students have access to content and language standards.	Teachers	2026	In Progress
Action Step 5 Analyzing a variety of data points teachers will implement the	Administration, Teachers, ILT	2026	In Progress
Implementation Milestone 3 DL students will show growth in all academic areas using best practices in DL and MTSS	Administration, Case Manager, teachers,	2026	In Progress
Action Step 1 Teachers will be trained in the implementation of DL strategies to provide needs based supports	Case Manager, DL Leads, Administration	2026	In Progress
Action Step 2 Students will be instructed and assessed based on their individualized plans for instruction.	Teachers	2026	In Progress
Action Step 3 Teachers will receive ongoing supports to meet the needs of our DL students.	Teachers	2026	In Progress
Action Step 4 Teachers will provide the necessary resources and instruction to make sure all DL students have access to grade level content	Teachers	2026	In Progress
Action Step 5 Analyzing a variety of data points teachers will implement the appropriate DL strategies to plan for and drive instruction	Teachers, ILT, Administration	2026	In Progress
Implementation Milestone 4 Using appropriate tiered intervention we will see SEL growth in all grades.	BHT, Teachers, Administration	2026	In Progress
Action Step 1 Train all teachers using Responsive Classroom techniques	Vendor	2026	In Progress
Action Step 2 Provide a variety of MTSS tiered supports in SEL interventions	BHT	2026	In Progress
Action Step 3 provide ongoing peer coaching and supports using research based behavioral interventions.	BHT	2026	In Progress
Action Step 4 provide students will the tools to manage their SEL needs	BHT, Teachers, Administration	2026	In Progress
Action Step 5 Analyzing a variety of data points teachers will revisit and adjust SEL supports for individual students.	BHT, ILT, Administration, Teachers	2026	In Progress

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	In SY23, 24 all teachers will be trained and be able to use Branching MInds to access tiered interventions for individual students and document and assess the progress of these interventions. In addition, teachers will understand WIDA standards and how to use CAN DO descriptors to provide tiered supports for our EL learners.	✍

Inclusive & Supportive Learning Environment

| SY26 Anticipated Milestones | At the end of SY 26 Staff at Cleveland School will understand Branching MInds and tiered interventions. Staff will be able to implement, monitor access and readjust to provide appropriate MTSS intervention for individuals students. These tiered interventions will be across all sub groups and include Academic and social emotional learning. 🖊 |

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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

					Numerical Targets [Optional] 🖊		
Specify the Goal 🖊	**Can this metric be frequently monitored?**	**Metric**	**Student Groups (Select 1-2)**	**Baseline** 🖊	**SY24**	**SY25**	**SY26**
As a result of providing academic tiered interventions across all subgroups and monitoring student progress students will experience 15% growth in reading and math	Yes	iReady (Reading)	Overall	50			
			English Learners	67			
As a result of providing Social emotional tiered interventions across all subgroups we will see 10% growth in our 5 essential scores and cultivate survey.	Yes	Cultivate	Overall	61			
			Students with an IEP	0			

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: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.	By the end of 2024 all staff will be trained in Branching MInds and how to use tiered instruction to provide individualized instruction for all students so that they reach their academic goals. In addition all staff will become familiar with WIDA standards and "Can DO descriptors" to	By the end of 2025 all students in all subgroups will show 10% growth because of the best use of EL and MTSS strategies.	By the end of 2026 all students in all subgroups will show 15% growth in all academic areas by the use of best intervention practices that include family engagement.
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	By the end of 2024 the Behavior Health Team will have presented our SEL plan and teachers will have implemented best SEL supports that include classroom curricula and restorative practices.	By the end of 2025 our 5 Essentials and cultivate data will show 10% growth in SEL. This will be based on data that has been analyzed that includes adjusting strategies to meet individual student needs.	By the end of 2026 our 5 essentials and cultivate data will show an increase of 15% based on data that had been analyzed and strategies that have been adjusted to meet individual student needs. .
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.	By the end of 2024 all school teams will have plans in place to progress monitor academic interventions in Branching MInds that align to the MTSS Integrity memo.	By then end of 2025 all teams will actively progress monitor academic interventions and adjust intervention to ensure 10% student growth in all subgroups.	By the end of 2026 all teams will monitor student progress weekly and provide and adjust student interventions to ensure 15% growth in all subgroups.

Return to Top   **SY24 Progress Monitoring**

Inclusive & Supportive Learning Environment

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
As a result of providing academic tiered interventions across all subgroups and monitoring student progress students will experience 15% growth in reading and math	iReady (Reading)	Overall	50		Select Status	Select Status	Select Status	Select Status
		English Learners	67		Select Status	Select Status	Select Status	Select Status
As a result of providing Social emotional tiered interventions across all subgroups we will see 10% growth in our 5 essential scores and cultivate survey.	Cultivate	Overall	61		Select Status	Select Status	Select Status	Select Status
		Students with an IEP	0		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: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.	By the end of 2024 all staff will be trained in Branching MInds and how to use tiered instruction to provide individualized instruction for all students so that they reach their academic goals. In addition all staff will become familiar with WIDA standards and "Can DO descriptors" to provide interventions and supports for our EL learners.	Select Status	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	By the end of 2024 the Behavior Health Team will have presented our SEL plan and teachers will have implemented best SEL supports that include classroom curricula and restorative practices.	Select Status	Select Status	Select Status	Select Status
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	By the end of 2024 all school teams will have plans in place to progress monitor academic interventions in Branching MInds that align to the MTSS Integrity memo.	Select Status	Select Status	Select Status	Select Status

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

This CIWP serves as your School Improvement Plan, which is required for schools in school improvement status (comprehensive or targeted) as identified by the Illinois State Board of Education (ISBE). The following section, "IL-Empower," addresses grant requirements, assurances, and alignment across your CIWP, grant budget, and state designation.

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

iReady (Math): Students in all grades and across all subgroups will show ...						
iReady (Math): Students in all grades and across all subgroups will show ...						
Select a Goal						

If Checked:	☑	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.
If Checked:	☐	**Our school is a non-Title I school that does not receive any Title I funds.**
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.

```
Parent Involvement:
Services    1545.00
Supplies     400.00
Food         600.00
Total       2545.00
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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